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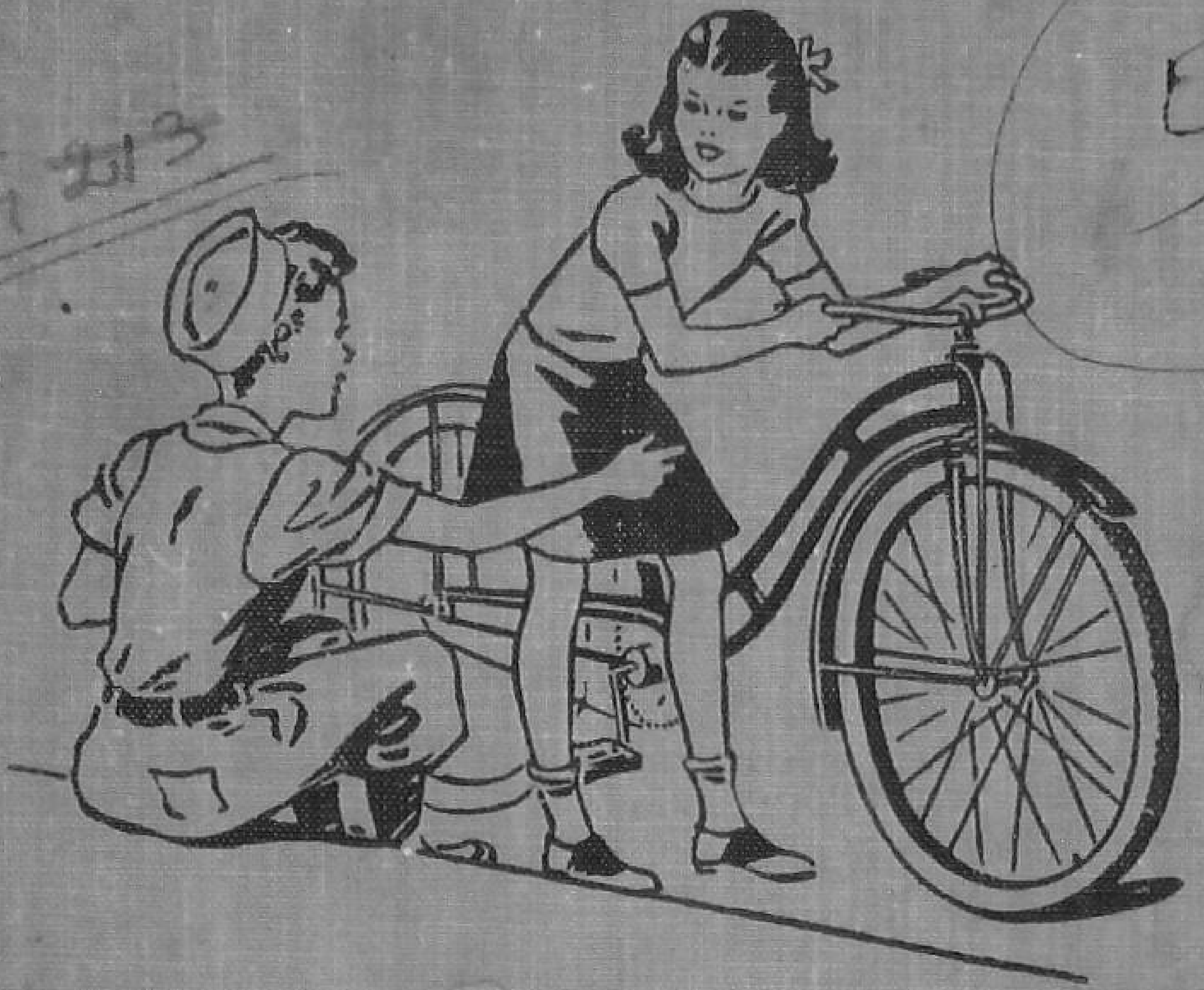

Sharing Experiences

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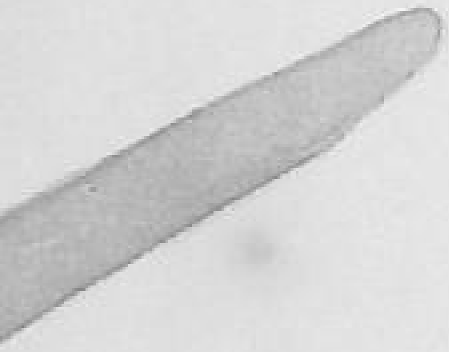
LANGUAGE FOR MEANING

Sharing Experiences



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UNIT ONE
Conversation

CHAPTER ONE

Talking Together

1. Talking about Good Times

To read to yourself

Joe and five of his friends were talking one day about the good times they had had during vacation.

JOE: Dad took us to the mountains last summer. We had fun every day. The very first evening he played a trick on us.

MARY: What did he do?

JOE: Just after we got the tent up, Dad said he would go to a spring for a pail of water. A little while after he was gone, we heard a terrible growling outside.

DICK: Did you think it was a bear?

JOE: No, I wasn't fooled at all, but my little sister began to cry.

SALLY: What did you do?

JOE: I told her to peek out. She saw Dad pretending to be a bear.

TED: Tom saw a real bear in the woods. Tell us about it, Tom.

SALLY: Do, Tom. Were you scared?

TOM: Oh, there isn't much to tell. While we were out picking berries, we found a tree that a bear had been using for a scratching post. It wasn't a big one.

MARY: What wasn't big, Tom? The tree or the bear?

TOM: The bear; it was only a cub.

MARY: How could you tell?

TOM: The marks on the tree were not high.

DICK: I wish I had been there. I'd have looked until I found that cub.

TOM: We didn't have to hunt for him. We soon met him face to face.

SALLY: What did he do?

TOM: He ran one way and we ran the other. The cub was more scared than we were.

Questions to think over

By studying the conversation on page 1 find answers to these questions:

1. Did all the boys and girls in the group take part in the conversation? Did they tell and ask interesting things?
2. How did Ted and Sally get Tom to take part in the conversation? Did anyone talk so long that others had no chance to talk?
3. What did Mary do when she did not understand what Tom meant by one of his statements?

Thinking about picnics and parties

Think of interesting things to tell about good times that you have had. These questions may help you:

1. Have you had a picnic or a party? What plans did you make for it?
2. What party or picnic have you been to? What happened there?
3. What do you like about a party?

Talking together

Talk with the other boys and girls in your class about picnics, parties, or other good times.

Remember to do the following things:

1. Take part in the conversation by telling things that the others will like to hear and by asking questions.
2. Help others to take part by asking questions about things that interest you. If you know that someone can tell something interesting, suggest that he do so. Do not talk too long at a time yourself.
3. Listen carefully so that you will hear the interesting things that are said. What others say will help you think of interesting things to tell.
4. If someone says something that you do not understand, ask him politely to explain.
5. When you have something to say, talk when no one else is talking. Do not interrupt unless it is necessary to do so.

2. Understanding the Rules for Conversation

To read and to think over

You know that you get the most fun out of a game in which every player follows the rules.

You get the most fun, too, out of a conversation in which everyone in the group follows the rules.

Think of reasons for following each of the five rules given in the last lesson.

Think of what you do in following each of the five rules. For example, in using the first rule, you would do the following things:

1. Tell things that others in the group will like to hear.
2. Ask interesting questions.

Talking together

The class should decide upon answers to these questions:
1. What are good reasons for following each of the five rules?
2. What does a person do in following each of the five rules?

Getting ready for a test

There are five questions in this test. After each question there are three answers. Two of the answers are correct and one is wrong. As you read each question and its answers to yourself, decide which two answers are correct for that question.

1. How can you take part in a conversation with your class?
   (a) By asking good questions
   (b) By whispering to a neighbor
   (c) By telling things that others in the group will like to hear
2. How can you help others to take part in a conversation?
   (a) By asking the teacher to make everyone say something
   (b) By asking questions that will help others think of things to tell
   (c) By asking someone to tell something that he knows
3. Why should you listen carefully during a conversation?
   (a) So that you will hear the interesting things that are said
   (b) So that what is said may help you think of things to say
   (c) So that you will be ready to find fault with the speaker
4. When someone says something that you do not understand, why should you ask him what he means?
   (a) So that you can find out what he means
   (b) So that he will know that he is not understood and will try to say clearly and exactly what he means
   (c) So that the conversation will not stop too soon
5. When might it be necessary for you to interrupt someone who is talking?
   (a) When you have something to say that you think is more interesting than what is being said
   (b) When someone in the group must be called to the telephone
   (c) When there is something important that needs to be done but cannot be done unless the speaker stops talking

Writing and checking your test

On a sheet of paper write the numbers 1 through 5 in a column. After

each number write the letters of the two correct answers for the question that has the same number.

Check your paper as your teacher reads aloud the correct numbers and letters. If you made a mistake and do not understand why it is a mistake, ask to have it explained.

Making a record

Copy this title near the top and center of a sheet of paper: *Rules for Conversation.* Under the title write the five rules for conversation as you would say them. Number each rule.

The class should choose boys and girls to find the best statement of each rule. Then a boy or a girl who writes neatly should be chosen to make a copy of the five best statements for the classroom bulletin board.

3. Two Rules for Courtesy in Conversation

To read to yourself and think over

Do you ever start to say something at the same moment another person starts to talk? What do you do? This is a good rule to follow:

1. When two persons start to talk at the same time, both of them should stop. Then one should let the other finish what he wishes to say.

When a boy and a girl start to talk at the same time, the boy should be courteous and let the girl continue.

When two girls or two boys start to talk at the same time, both of them should stop and then agree courteously who should finish what he or she started to say.

When a boy or a girl and an older person start to talk at the same time, the boy or the girl should be courteous and let the older person go on.

Sometimes in conversation, another person says something that you do not agree with. What do you do? Do you keep quiet? Do you tell him that he is wrong?

2. When you wish to tell someone that you do not agree with something he has said, be sure to do it courteously.

Suppose that someone in your group says, "Peanuts grow on large trees." If you do not agree, you might say, "I don't think so, Mary" or "Are you sure that's right, Dick?"

Thinking about conversations

In each of five beginnings of conversations that follow, two persons start to talk at the same moment. As you read what is said, think of answers to these questions:

1. Which person should stop and allow the other to finish?
2. What might the other person say in finishing what he started to say?

(1)

MARY: Tomorrow is my mother's birthday. I . . .

MISS RAY: At recess today wouldn't you like to . . .

(2)

BOB: Columbus discovered America in . . .

BETTY: Columbus Day is on . . .

(3)

DICK: My dog learned . . .

ROY: The kind of dog I want . . .

(4)

BILL: Dad, the next time we buy . . .

FATHER: For our next trip . . .

(5)

SALLY: The candy I made . . .

RUTH: After school let's . . .

Working together

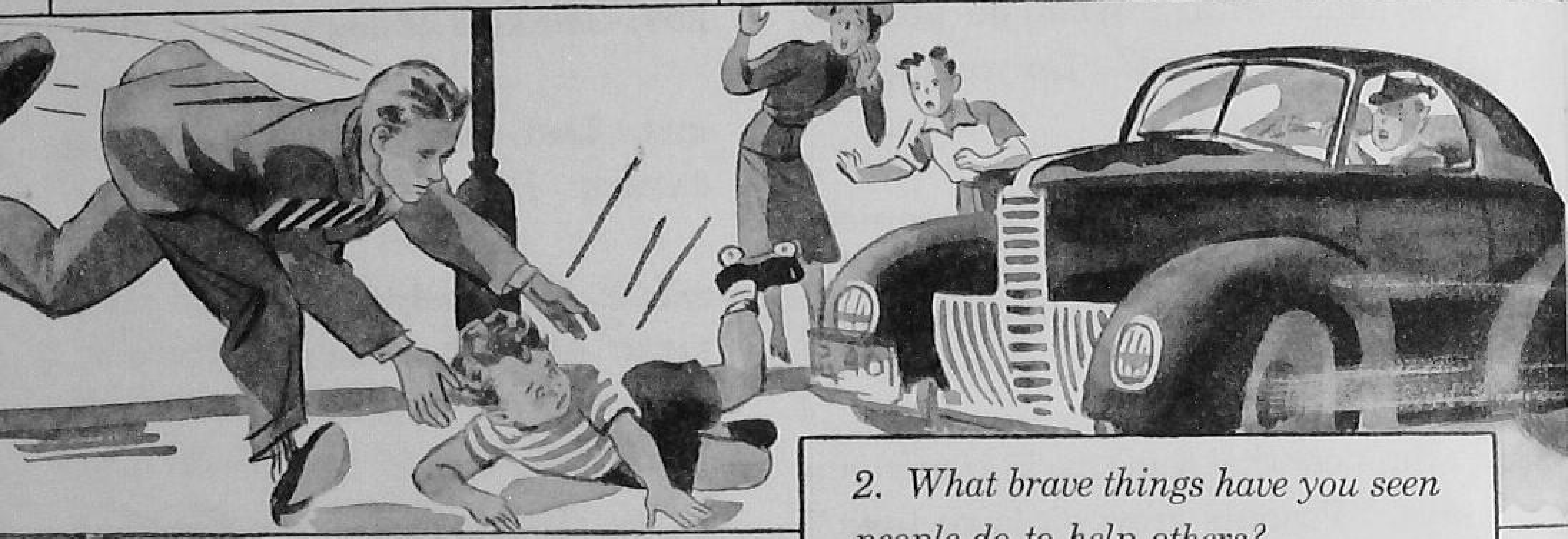
The class should choose boys and girls to dramatize the five beginnings of conversations on this page. When you take part, do what you think you should do to practice correctly the first rule you have read in this lesson. Listen carefully while other boys and girls dramatize the conversation. Try to help anyone who asks for help.

If you are asked to do so, show how you would disagree with one or more of the following statements. Ask others in the class to show you how to correct any mistakes that you may have made.

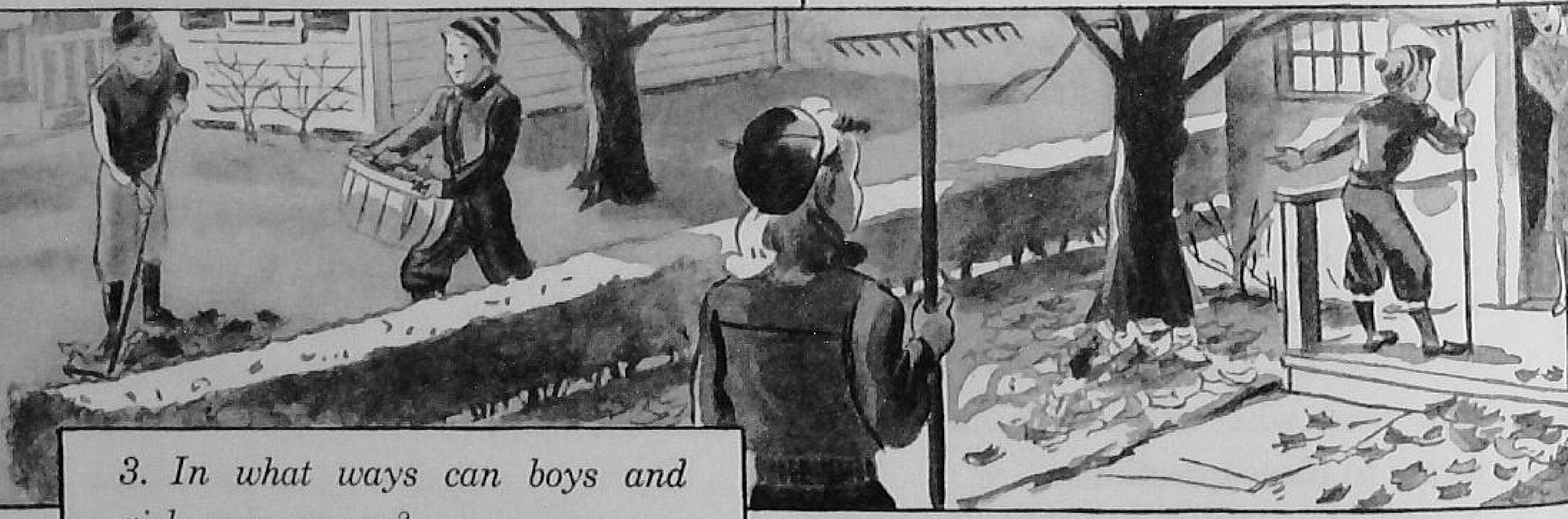
RALPH: If you don't like a rule, you shouldn't obey it.

SUE: There are no people living now who are as brave as the pioneers were.

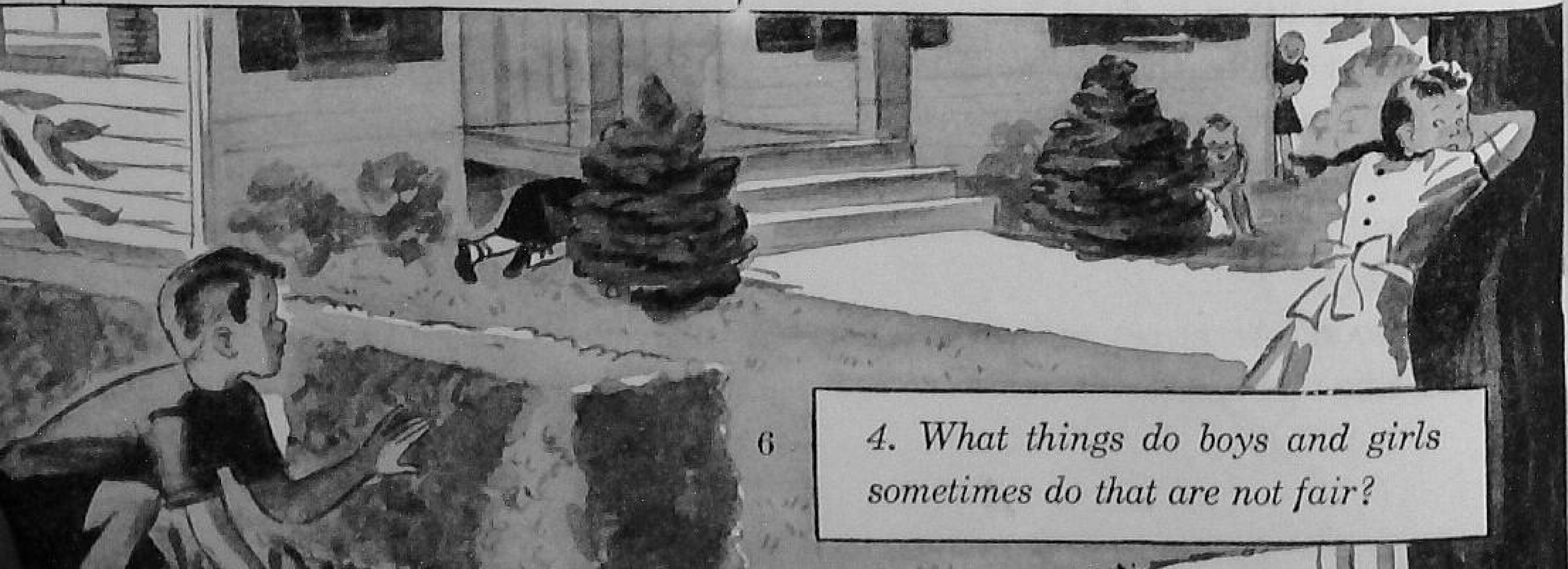
1. *What exciting races have you seen? What races have you won?*



2. *What brave things have you seen people do to help others?*



3. *In what ways can boys and girls earn money?*



4. *What things do boys and girls sometimes do that are not fair?*

JOE: It's all right to keep anything you find.

HELEN: Football is too rough a game for boys to play.

Writing rules

Without looking at the two rules you have learned in this lesson, try to write them. A committee should be chosen to find a clear and correct statement of each rule to add to the list on the bulletin board.

4. Using What You Have Learned

Getting ready for a conversation

Think of a topic that you would like to have the class talk about today. The pictures and questions on page 6 and the questions given here may help you.

1. What can the class do to improve their school, their school grounds, or their town?
2. What should you do when you find something that belongs to another person?
3. What clubs can boys and girls organize? What can a club do?
4. What sports and games are the most fun at different times of the year?
5. In what ways can boys and girls be thoughtful of others at school?
6. In what ways can boys and girls be polite and helpful to strangers in their communities?

When your turn comes, give the topic that you have thought of. When all topics have been given, the class should choose one for the conversation.

Talking together

In talking with the other boys and girls in your class about the topic that was chosen, follow the seven rules for conversation that you have learned. If you have a chance, you may start the conversation by asking a question about the topic or by telling something that you know about it.

Finding ways to improve

When the conversation is over, the class should choose someone to read aloud the list of rules that was placed on the bulletin board. Then the class should decide upon answers to these questions:

1. What things did you hear about in the conversation that were new to you?
2. What rules did the class follow well during their conversation?
3. What rules does the class need to follow more carefully?

CHAPTER TWO

Using Good Sentences in Conversation

1. Making Your Meaning Clear

To read to yourself

ANN: A flock of wild ducks flew south over our house today. I couldn't tell what kind they were, though.

JACK: Probably they were pintails. We see them here every fall.

ANN: What different kinds of ducks do you know by name?

JACK: Pintails, teals, and mallards. I learned to know them when Dad and I went hunting.

ANN: Where do you hunt?

JACK: We go to a lake about ten miles from town. Does your Dad go duck hunting?

ANN: Yes, he hunts on our farm. Not much good, though.

JACK: What's the matter? Don't the ducks come out there?

ANN: I didn't mean that. I meant that Dad is not much good at hunting. Mother says he uses ten shots for each duck he gets!

To read and think over

When Jack said "pintails, teals, and mallards," he used a group of words that is not a sentence. The group doesn't tell anything by itself, but Ann knew what Jack meant to say. What helped her to know?

When Ann said "Not much good, though," she, too, used a group of words that is not a sentence. That group does not tell anything. Why was Jack not sure of what she meant?

When Ann said "Dad is not much good at hunting," she used a sentence. It made sense by itself. Jack knew then what Ann had meant to tell when she said "Not much good, though."

To read and remember

Sometimes in answering or in asking a question you make yourself understood even though you use a group of words that is not a sentence. You can do so only because something that has already been said or done makes the meaning of your words clear. The person who hears you can figure out the sentence that you had in mind. If nothing has been said or done to make the meaning of your words clear, you must use a sentence to tell what you mean.

Talking together

The class should decide upon answers to these questions:

1. Why could Ann understand what Jack meant when he answered "Pintails, teals, and mallards"? What had

been said that helped her to know? If Jack had used a sentence for his answer, what do you think it would have been?

2. Why wasn't Jack sure what Ann meant when she said "Not much good, though"? Had anything been said or done that made the meaning clear?

3. When can you make yourself understood by using a group of words that is not a sentence?

4. When must you use a sentence instead of just a group of words?

Working together

At a fair a wax dummy at one of the gates fooled and amused many people. The dummy was made and dressed to look exactly like a man who was a guard at the gate. From the *looks* of the two, no one could tell which was the real man. The only way they could be told apart was by watching closely to see which one moved, talked, or did other things that a live person can do.

Sometimes in written work a dummy group of words gets in among the sentences. It begins with a capital letter and ends with a period, a question mark, or an exclamation point. It looks like a sentence, but it isn't one. To be sure whether a group of words is a dummy or a sentence, you should find out what it does. If it tells something or asks something, it is a sentence.

Some of the following groups of words are sentences. Others are just "dummies" written in the *form* of sentences. The class should decide which groups are sentences. If you do not understand why any group is not a sentence, be sure to ask why.

1. The ducks on the lake.
2. Some are called teal ducks.
3. Are teal ducks blue?
4. Flying in a V-shape?
5. They flew over Ann's house.
6. The leader breaks the wind.
7. Feathers of many colors?
8. Their feathers don't get wet.
9. One duck's wing is broken.
10. Swimming among the cattails.
11. Fly south in the fall?
12. More than a dozen in the flock.

Writing and correcting sentences

Among the ten groups of words that follow find the five that are not sentences. Next, think of words that you will add to each of these five groups in making a sentence. Then write the five sentences you have made.

1. Wild ducks fly thousands of miles each spring and fall.
2. North in the spring.
3. When the weather grows cold?
4. The winter in the south.
5. Most ducks eat insects and fish.
6. Stick their heads under water?
7. Mallards, pintails, and teals are different kinds of ducks.
8. Mallards are larger than teals.
9. Have feathers of many colors.
10. Jack saw a flock of ducks.

Use these questions to help you correct your paper:

1. Did you begin each sentence with a capital letter? Where did you use periods? Where did you use question marks?
2. Is each group of words that looks like a sentence really a sentence?

Show your paper to your teacher.

2. Keeping Sentences Apart

A conversation to read to yourself

DAD: It's too nice a day to stay inside. Let's take a drive into the country.

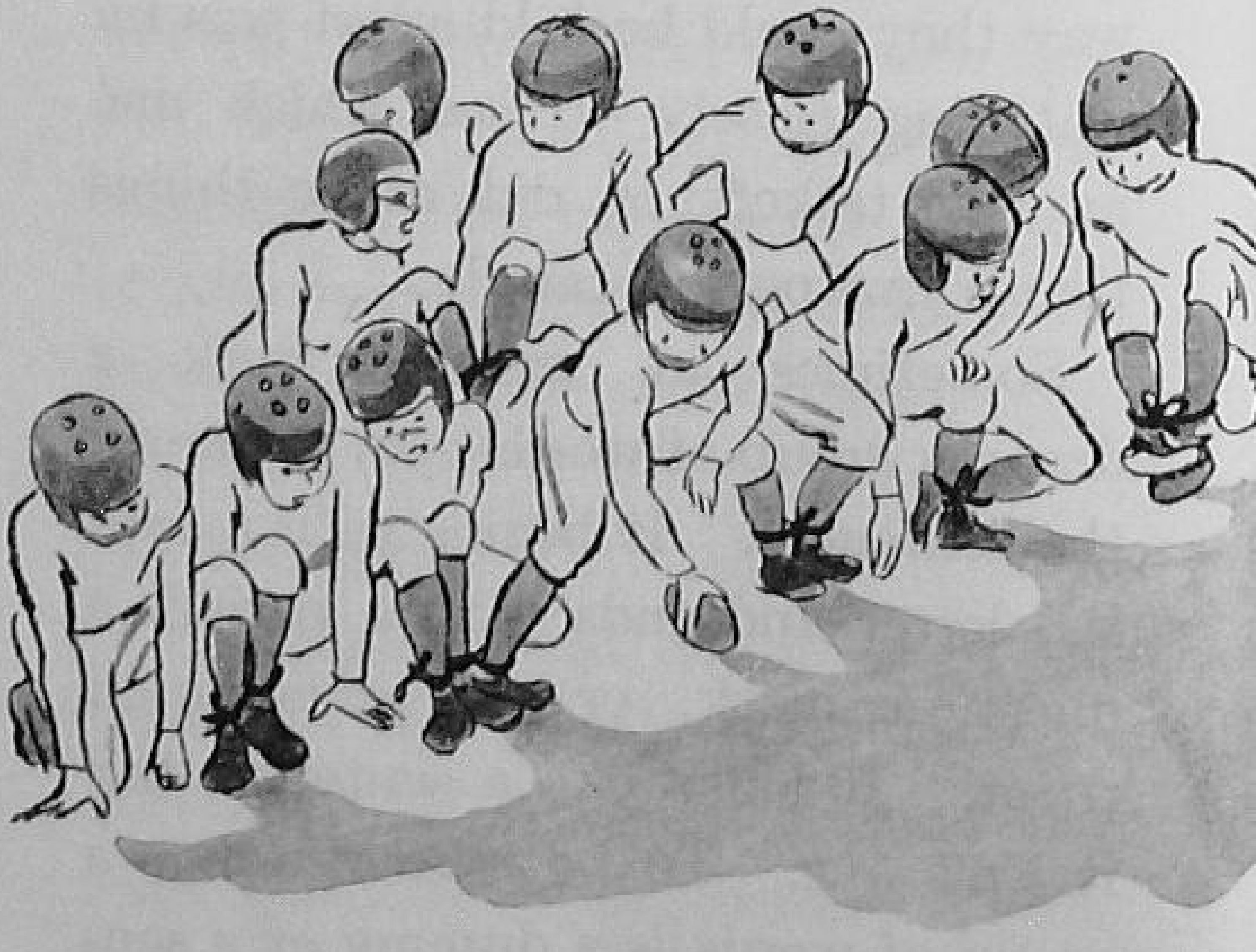
MOTHER: Where shall we go?

JEAN: I know a dandy place for a picnic in the woods and under the trees is a good place to play games and we can wade in the creek and we can eat our lunch there too, and it isn't far away and so if we start back by five o'clock, we can get home before dark and so let's start now.

Something to read and think over

What Jean said is hard to read and to understand because she ran her sentences together. Instead of stopping at the end of each sentence, she joined sentences by using *and*, *so*, or *and so*.

On the following page is what Jean would have said if she had kept her sentences apart.



Don't string your sentences together.

Think how it is different from what she did say.

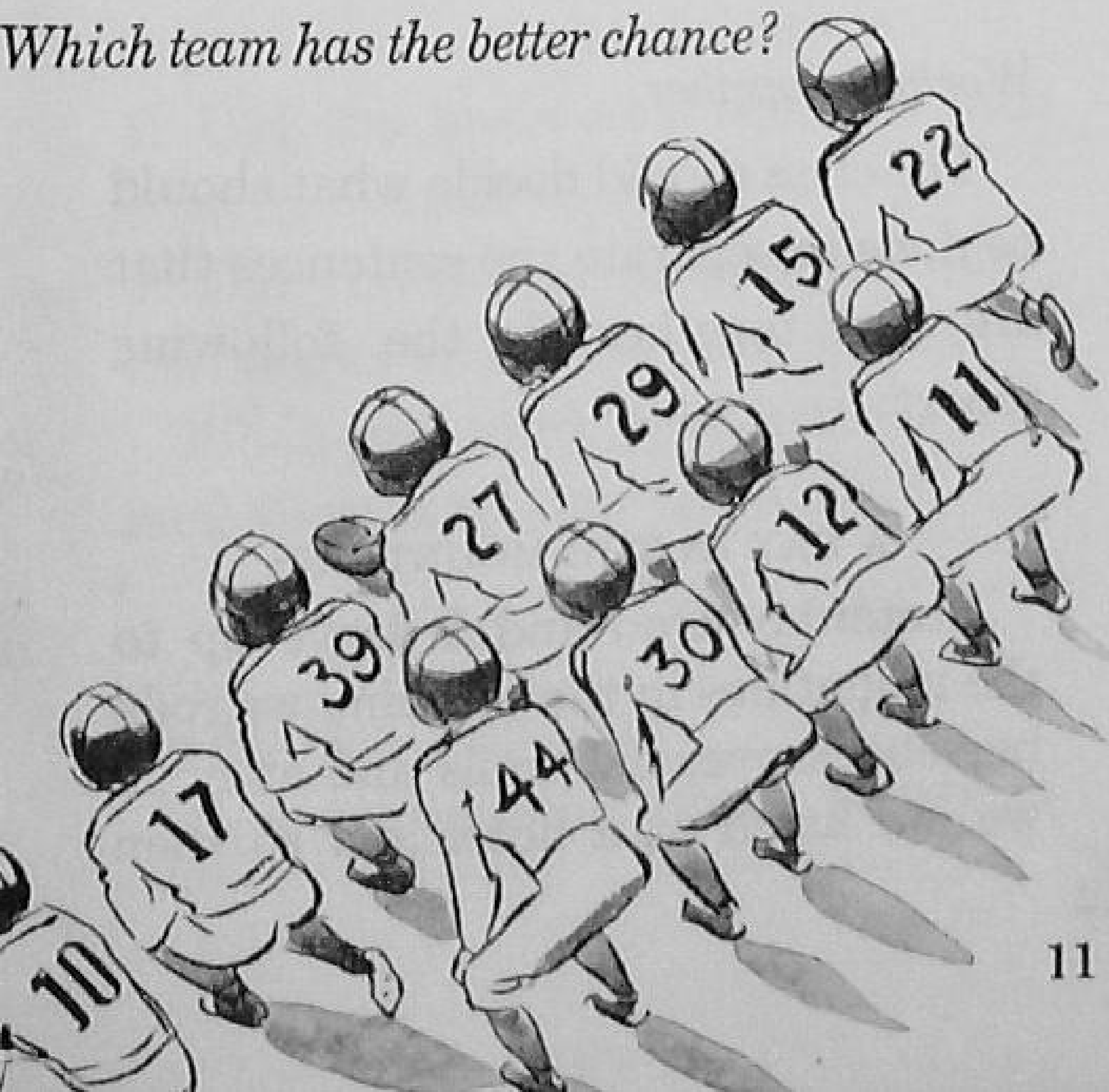
I know a dandy place for a picnic in the woods. Under the trees is a good place to play games. We can wade in the creek. We can eat our picnic lunch there too. It isn't far away. If we start back by five o'clock, we can get home before dark. Let's go now!

Talking together

The class should decide upon answers to these questions:

1. What things should Jean have done to keep her sentences apart?
2. Why should you not run your sentences together?
3. How can you keep your sentences apart when you talk? How can you keep them apart when you write?

Which team has the better chance?



Making and giving sentences

Below are two topics. Under each topic is a list of five things that you can tell about it.

1. Yourself
   - (a) What your name is
   - (b) What your age is
   - (c) When your birthday is
   - (d) The name of the town and the state where you live
   - (e) The name of your school
2. The holiday you like best
   - (a) What holiday it is
   - (b) When it comes
   - (c) How you get ready for this day
   - (d) One thing you do on this day
   - (e) The name of someone else who likes this holiday

Choose one of the two topics above or some other topic. When your turn comes, tell several things about the topic. Find out whether you ran any of the sentences together. If you did so, decide what you should have done to keep them apart.

Writing sentences

Write four or five sentences about the topic that you chose or about another topic in which you are interested.

Checking your work

1. Did you begin each sentence with a capital letter?

2. Did you put a period at the end of each sentence? Were you careful not to use *and's*, *so's*, or *and so's* that were not needed?

If you made any mistakes, correct them. Rewrite any sentence that needs to be rewritten. Then show your paper to your teacher.

3. Separating Sentences

To read and think over

One day when Tom's class was talking about funny things they had seen, Tom told the following story. Later he wrote it for the class paper. In doing so, he ran sentences together. Decide for yourself how he should have separated them.

A LOST TURKEY

Last Saturday the man who lives next door to us brought home a live turkey and later I saw him take it to the back yard to chop off its head and then he found that he had forgotten the axe he told the turkey to wait while he went to the house and so when he came back the turkey was gone I nearly laughed out loud when he asked me if I had seen anyone steal his turkey.

To improve his story, Tom rewrote it. Find the changes that he made to separate the sentences.

A LOST TURKEY

Last Saturday the man who lives next door to us brought home a live turkey. Later I saw him take it to the back yard to chop off its head. Then he found that he had forgotten the axe. He told the turkey to wait while he went to the house. When he came back the turkey was gone. I nearly laughed out loud when he asked me if I had seen anyone steal his turkey.

Talking together

The class should decide upon answers to these questions:

1. When Tom wrote his story the first time, how did he run the sentences together?
2. When Tom rewrote his story, what things did he do to separate the sentences that he had run together?
3. In rewriting his story, where did Tom put in capital letters and periods? What words did he leave out?

Working together

The class should decide what should be done to separate the sentences that are run together in the following report:

A DAY IN THE MOUNTAINS

Yesterday Dad and I drove up to the mountains in the morning we rode horseback over old trails and at noon we ate lunch at a hotel and so then

we climbed part way up a mountain we saw a herd of deer and a mother bear with two cubs and before we started home, we drove high enough to find snow and so by the time we got home I felt tired enough to sleep for a week.

Improving a letter

Copy this letter. Separate the sentences that are run together.

Dear Mary,

How do you like your new home is your school a good one we wish you still lived here.

Do you remember Tom's dog she came to school the other day. The janitor had to drive her out five times and once he tripped over her when she ran between his feet.

With love,
Betty

Correcting your paper

Use these questions to help you correct your copy of the letter:

1. Did you begin each sentence with a capital letter?
2. Did you put in periods and question marks where they are needed?

When you think your letter is correct, show it to your teacher.

4. Combining Sentences

To read and think over

In a conversation about vacations Bob gave this short report of his visit to his uncle's ranch.

Last summer I visited my uncle and aunt on a ranch in Wyoming. My sister visited them too. My uncle gave each of us a pony. He gave each of us a saddle too. We rode the ponies when we helped the cowboys take care of the cattle. We rode them when we helped the cowboys round up the calves for branding. It took us a week to learn how to stay on the ponies.

The class thought that Bob made his report a little tiresome by using more sentences than he needed. Notice how some of the sentences can be combined.

Last summer my sister and I visited my uncle and my aunt on a ranch in Wyoming. My uncle gave each of us a pony and a saddle. We rode the ponies when we helped the cowboys take care of the cattle and round up the calves for branding. It took us a week to learn how to stay on the ponies.

Talking together

The class should decide upon answers to these questions:

1. How many sentences did Bob use when he gave his report the first time? How many did he use the second time?
2. Which two sentences in the first report did Bob combine to make the first sentence in his second report?

What words did he add? What words did he leave out?

3. Which two sentences in the first report did Bob combine to make the second sentence in his second report? What word did he add? What words did he leave out?

4. How did he make the third sentence in the second report?

5. Which report is shorter? What does the first report tell that the second does not tell?

6. Which report is more interesting to hear or read? Why?

Working together

If you are asked to do so, show how you combine into one sentence the sentences in each of the following groups. Find out whether the class agrees with your way of doing it.

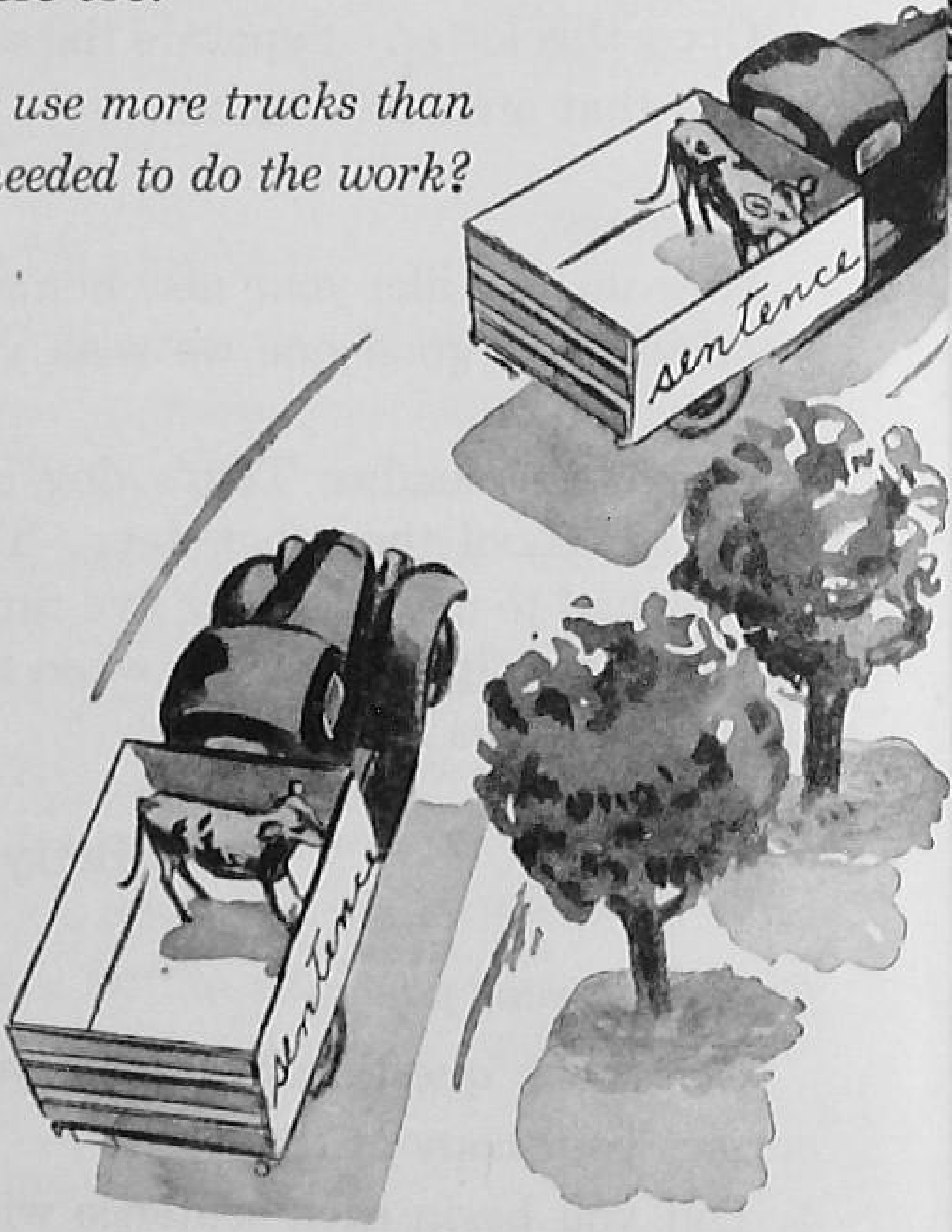
1. Grizzly bears live in the Rocky Mountains. Deer live in the Rocky Mountains.
2. People travel on trains. They travel on ships. They travel on planes.
3. Tom went to the movie. Sally went to the movie.
4. Jack saw a strange dog. It was chasing a car. It was a big dog.
5. Bill got a sweater for his birthday. He got a football too.

Improving sentences

Copy on a sheet of paper the following report. Combine sentences that need to be combined. Add any word that you need. Leave out words that you do not need.

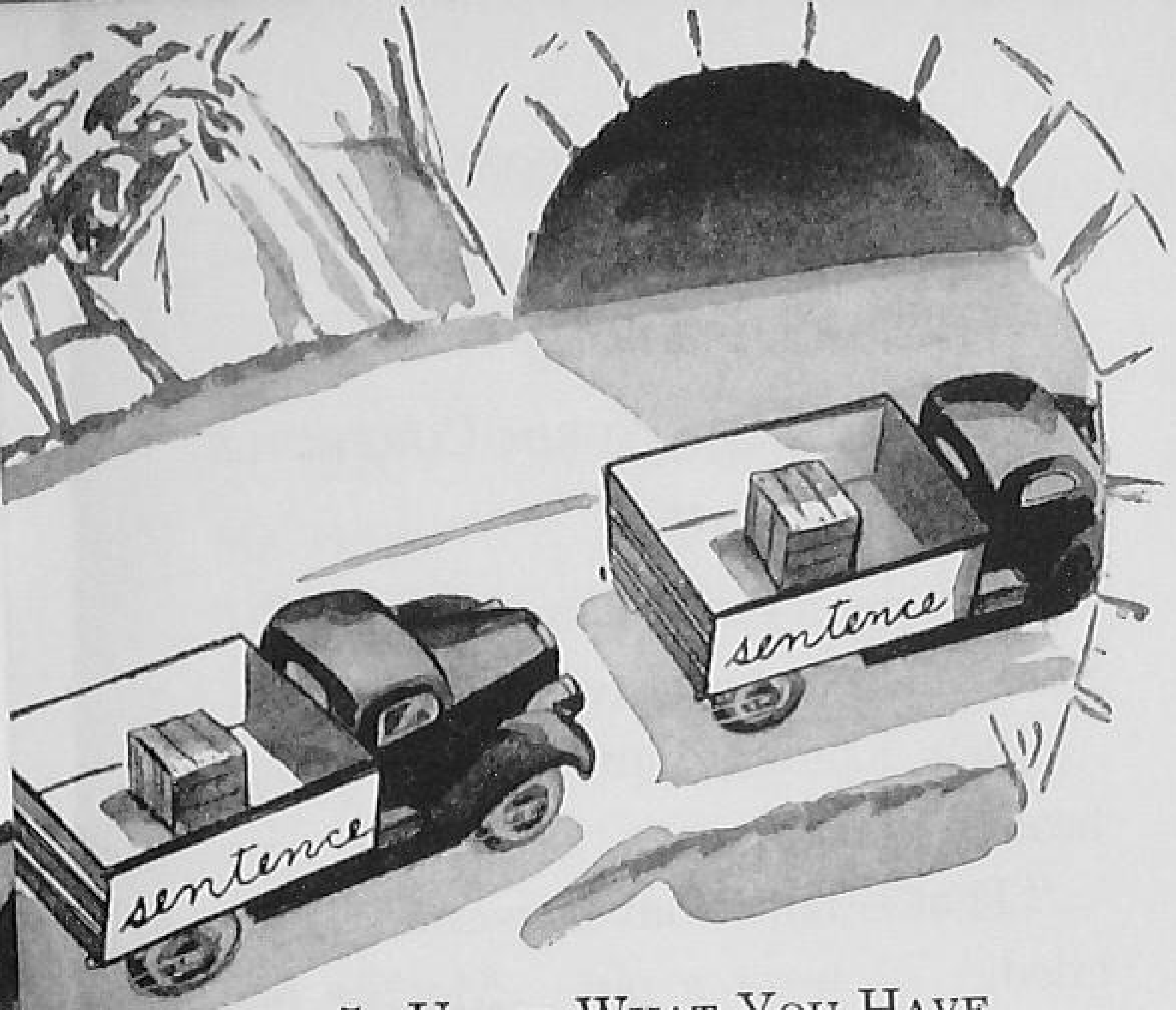
Dad gave me a bicycle for my birthday. Mother gave it to me too. It is a Royal. It is painted red. It is painted black. On the handle bars it has a wire basket. It has a headlight there too.

Why use more trucks than are needed to do the work?



Correcting your paper

Check your paper as your teacher tells which sentences should be combined. If you do not understand why any mistake that you may have made is a mistake, ask to have it explained. Then correct it.



5. Using What You Have Learned

To read and think over

In what ways could this conversation be improved?

BILL: Where have you been, Ted? I've been waiting over an hour!

TED: Oh, I had an errand to do. I went to a store for Mother and on the way home I got a flat tire and so I waited half an hour at a bicycle shop to get it fixed.

BILL: Half an hour to get a flat tire fixed!

TED: Yes, why not?

BILL: I've never waited that long!

TED: My tire was punctured in three places.

BILL: Well, why don't we get started? We're late for the meeting now.

TED: Where is the meeting to be?

BILL: At Jack's house. He lives on Elm Street. I don't know the number. His house is painted gray. It is painted white too. There is a porch on it. The porch is on the front.

TED: Are Dick and Tom coming?

BILL: Yes, but Don isn't.

TED: Too bad!

BILL: What do you mean? Don't you like Dick and Tom?

TED: Of course I do. I meant that it is too bad that Don isn't coming. We need him.

Studying the conversation

Think of answers to these questions:

1. At what place in the conversation did one of the boys use part of a sentence that was not understood?
2. At what place did Ted run sentences together?
3. At what place should Bill have combined his sentences?

Talking together

The class should decide upon answers to these questions:

1. Did either Bill or Ted use a part of a sentence when he should have used a sentence? What should he have said?
2. How should Ted have separated the sentences that he ran together?
3. How should Bill have combined the sentences that needed to be combined?

If you are asked to do so, read part of the conversation to show how you would improve it.

Writing a list of rules

Think of rules that you have learned about using sentences. Then think of a sentence in which you can give each rule. Here are two examples:

1. Do not use a group of words that is not a sentence unless other people can understand quite clearly what you mean by it.
2. Put a question mark at the end of each written question.

Write this title near the top and center of a sheet of paper: *Rules for Writing Sentences.* Under the title write the rules you have thought of.

Correcting your paper

Use these questions to help you check your paper:

1. Is each group of words that looks like a sentence really a sentence? Did you keep your sentences apart?
2. Did you use capital letters and periods where they are needed?

Correct any mistake that you made. For more practice use pages 26 and 27.

Making plans together

The class should select boys and girls to choose from all the papers a correct statement of each rule. They should also select someone who writes well to make a record of the rules. This record should be placed on the bulletin board.

CHAPTER THREE

Speaking Clearly and Distinctly

1. Pronouncing Words Correctly

To read to yourself

"Get me a pin, Ellen. Be quick!" Don called to his sister.

Ellen handed him a long black-headed pin.

"That's not what I want!" Don cried. "I want a pin. Mother has to write an excuse for me and if I don't hurry, I'll be late for school again this morning."

"Oh, you mean a *pen!*" said Ellen. "You said a *pin.*"

To read and do by yourself

When you pronounce words correctly and speak distinctly, it is easier for other people to understand what you mean.

Here are twenty-two words that boys and girls often pronounce incorrectly. Say the correct words softly to yourself.

Say:	*Do not say:*
1. ten	tin
2. men	min
3. get	git
4. pen	pin
5. can	kin, ken
6. catch	ketch

7.	again	agin
8.	engine	injin or enjīne
9.	such	sich, sech
10.	for	fur
11.	just	jist, jest
12.	from	frum
13.	asked	ast
14.	because	becuz
15.	where	wear
16.	yet	yit
17.	which	witch
18.	whine	wine
19.	anybody	anybuddy
20.	why	y
21.	picture	pitcher
22.	hundred	hunderd

Reading aloud

When your turn comes, read five or more words in the list. Find out whether you made any mistakes. If you made any, correct them.

If you are chosen to do so, take part in reading the following conversation. Those who listen may tell you whether you pronounce incorrectly any of the words that are printed in italics (slanting letters).

JIM: *Where* is the house in *which* an old witch is supposed to *whine again* and *again* about *ten* o'clock each night?

SUE: It's not far *from* the roundhouse *where* the *engines* for the trains are kept. You'd better stay away *from* there because you might *get* hurt. The witch might *catch* you and put you in a *pen*!

JILL: *Can't* anyone *catch* the witch? I *asked* my Dad about her. He doesn't know *anybody* who has seen her *yet* or *why* she *whines* in *such* a strange way.

SUE: I heard of two *men* who want to *catch* her, but they *can't get* anyone to help. Do you suppose even the *men* are *getting* scared?

JILL: If I weren't scared, I'd like to see her for *just* about *ten* seconds. I'd *get* her *picture*!

JIM: Are you girls trying to *get* me scared? *Such* a story! There's no witch to *catch*. The *men* at the *engine* house know that the *whining* is *just* the wind *whistling hundreds* of times around those old buildings!

2. Pronouncing the Whole Word

To read and do by yourself

Sometimes boys and girls are not careful about pronouncing the endings of words. For example, they say *tol'* instead of *told*, *fella* instead of *fellow*, and *runnin'* instead of *running*.

Say the following list of words softly to yourself. Be sure to pronounce each ending distinctly.

I

1. slept	2. crept	3. told
4. cold	5. old	6. pillow

7. fellow 8. window 9. thousand
10. and 11. swept 12. doing
13. running 14. making 15. yelling
16. best 17. must 18. lost
19. going 20. looking

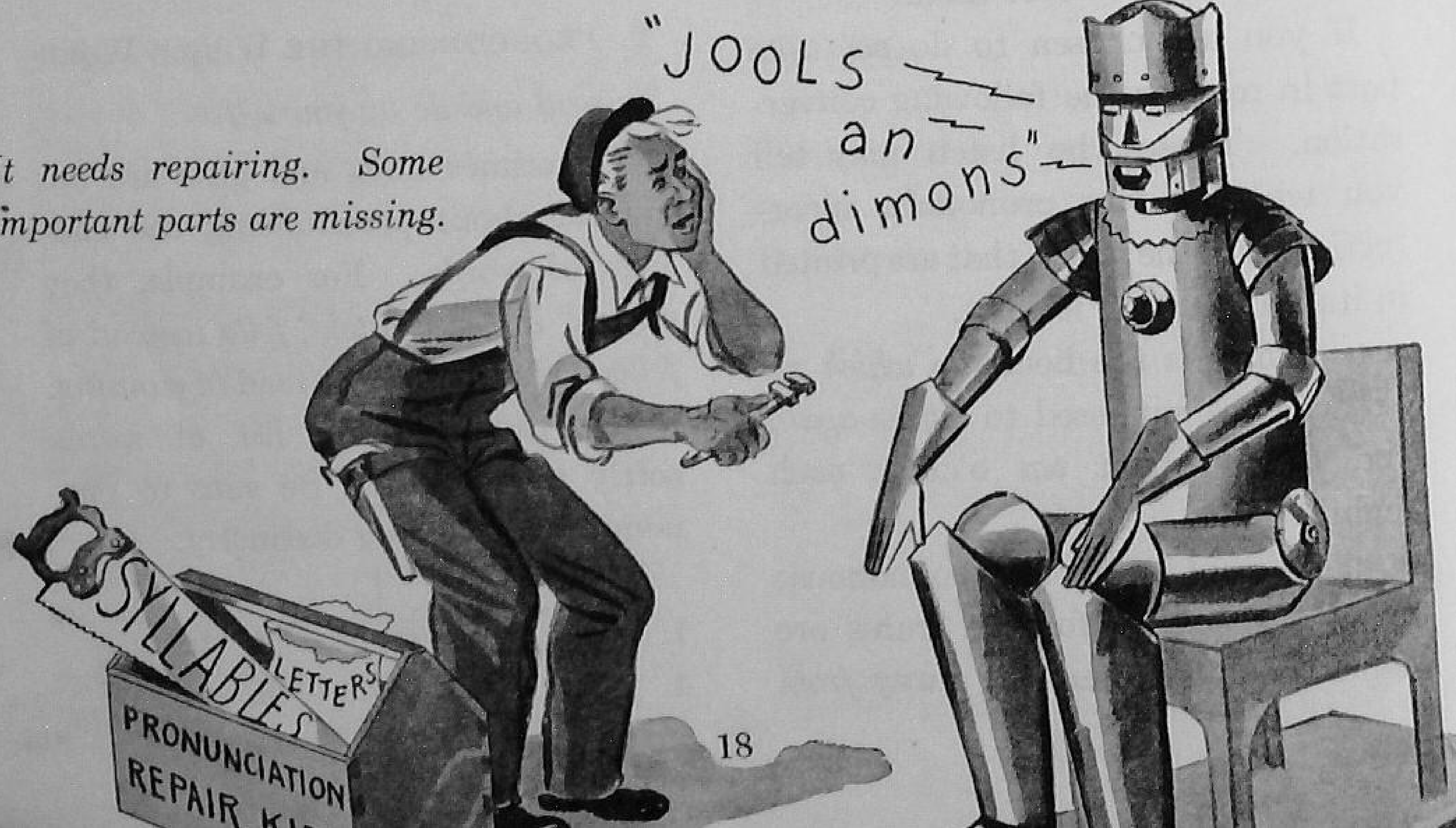
II

Say each word in the following list softly to yourself. Be careful to pronounce every part of each word. Do not leave out a syllable or a letter that should be sounded.

Say:	*Do not say:*
1. his-to-ry	histry
2. li-brar-y	libary
3. com-pan-y	compny
4. mem-o-ry	memry
5. po-em	pome
6. re-al-ly	reely
7. reg-u-lar-ly	regarly
8. Sat-ur-day	Saddy
9. gen-er-al	genral
10. ge-og-ra-phy	jogerphy
11. un-der-stand	unerstan
12. jew-els	jools
13. pump-kin	punkin
14. Arc-tic	Artic
15. a-rith-me-tic	rithmetic
16. per-haps	praps
17. cham-pi-on	champeen
18. es-pe-cial-ly	speshly
19. di-a-mond	dimond
20. e-lev-en	leven
21. fam-i-ly	famly
22. Feb-ru-ar-y	Febuary

Working together

Pronounce as many of the twenty words in list I as you are asked to. Find out from the class whether you made any mistakes. If you made any, correct them.



It needs repairing. Some important parts are missing.

If you are asked to do so, read one of the following groups of sentences aloud. Ask others to tell you whether you make mistakes in pronouncing the words printed in italics.

1. Were you *and* Sam *making* all that noise, Tom? I heard so much *yelling and running and screaming*, I thought a *thousand fellows must* be out there.
2. Yes, we were. We *slept* as long as we could. Finally Mother *told* us to *get* up *and* help her. We *swept* the porch *and* the walk with two *old* brooms. Then we came here. We've been *doing* our *best* to wake you.
3. I ought to throw some *pillows* at you *fellows* for *waking* me, but I'm not *going* to do that. I'm *going* to shut this *window* to keep the *cold* air out. You *and* Sam come in *and* wait for me to get dressed. Where is Sam?
4. Oh, he's *looking* for a *lost* knife. He has *crept* around the house on his hands *and* knees a *hundred* times!

If you are asked to do so, pronounce some of the words in list II on page 18 and read aloud one of the following groups of sentences. Find out from others in the class whether you made mistakes in pronouncing any words in the list or those printed in italics.
1. *Regularly* each *Saturday* Betty and I go to the *library* for books. *Generally* we get books of *poems* and stories. Sometimes we get books to help us in *arithmetic*, *geography*, *history*, or science.
2. *Yesterday* an *especially* funny thing happened. It was my birthday, *Saturday*, *February* the eighteenth. I couldn't go to the *library*, so I called Betty and asked her to get me a book about the *Arctic* regions. She brought a book named *Our Tick Regions*. It was a science book that tells what kind of bugs ticks are and where they live!
3. "*Really*," I thought, "Betty has a poor *memory* or she is a *champion pumpkin* head." Then I wondered whether I had pronounced *Arctic* clearly enough for her to *understand* me. *Perhaps* the *pumpkin* head was mine!
4. Last night Betty's *family* and other *company* had dinner at our house. There were *eleven* of us at the table. We had *chocolate* cake with *Arctic* frosting that sparkled like *diamonds* and other *jewels*, but I didn't mention *Arctic* regions to Betty.

A game to play

A leader is chosen to begin the game. He gives a short sentence using one of the words in list II on page 18. He may say, "I read about the *Arctic* Ocean." The leader then

calls on another player who repeats the leader's sentence and adds a word from the list to make the sentence longer. He may say, "I read about the *Arctic* Ocean in *geography*." The leader then calls on a third player. That player repeats the second player's sentence and adds a word from the list. For example, he may say, "Last *February* I read about the *Arctic* Ocean in *geography*." The game goes on in this way.

Each one who adds a word without spoiling the meaning of his sentence and without mispronouncing a word that is in the list, sits or stands by the leader to form a line. When a player, who is called upon, can add no more words to a sentence without spoiling it, he becomes the new leader and starts a new line by giving a new short sentence. The longest line of boys and girls wins the game.

3. Learning about a Good Voice

To read and think over

What boy or girl or grown person has a voice which you think is pleasant? Which of these words would you use in describing it?

harsh	soft	musical
whining	low	loud
friendly	shrill	mellow
rasping	cranky	clear
high	nasal	kind

Think of pleasant voices that you hear on the radio or in the movies. Why are they pleasant?

Reading aloud

If you are asked to do so, take part in reading the following conversation aloud. Use the voice that you use in most of your talking. Listen while others read aloud. Think why you like their voices.

CARL: Miss Ray said that if we had a radio in our room, we could listen to some good programs every day or so.

BOB: That's a good idea! Let's buy a radio. Maybe we could use it to study people's voices and find out why we like them.

RUTH: Why doesn't the school buy a radio for us?

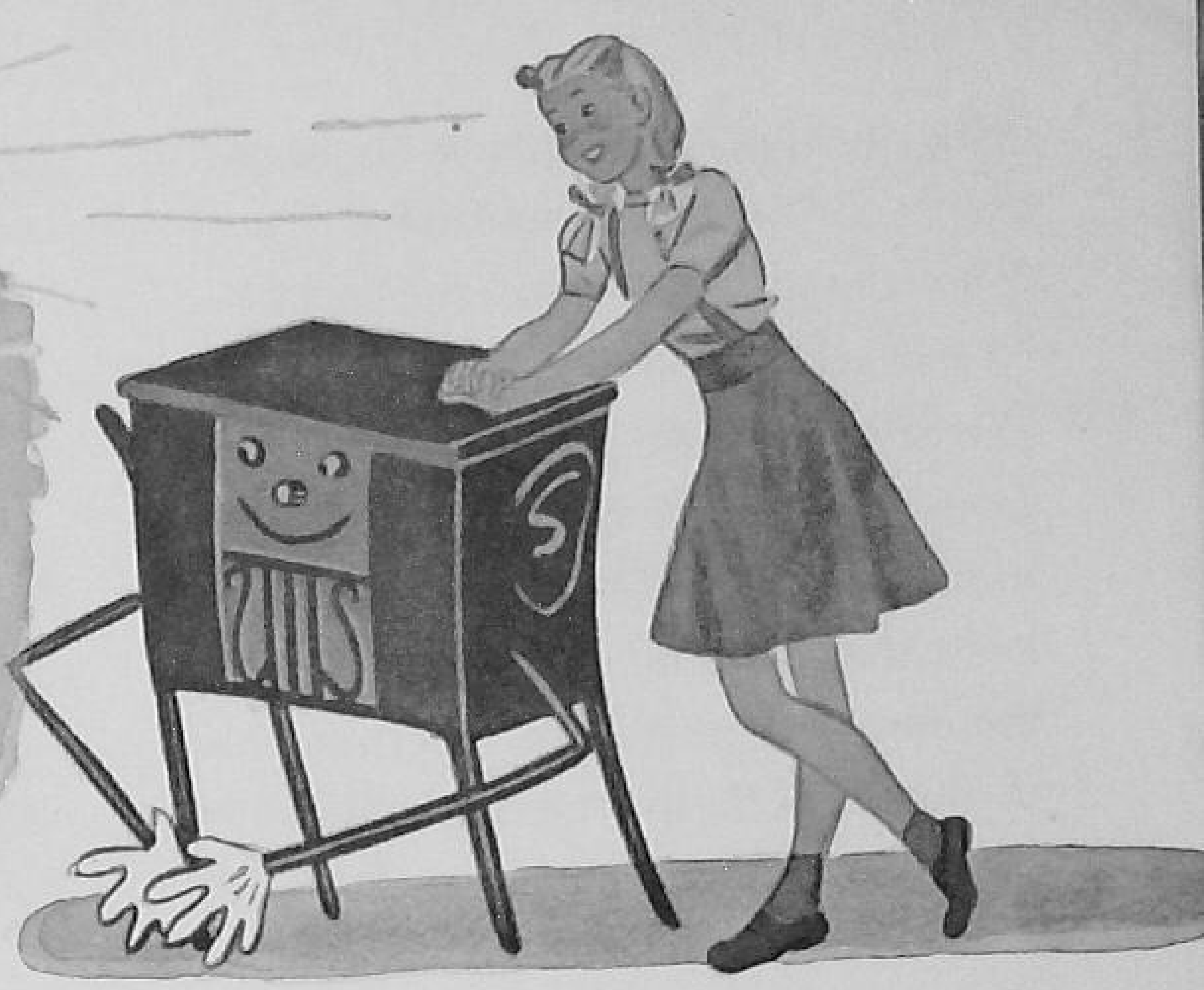
CARL: I asked the principal about that. He said there was no money to spare.

SUE: Oh, a radio doesn't cost much. We could get a good one for twenty-five dollars.

RUTH: Of course we could! But who has the twenty-five dollars?

BOB: I haven't. I never saw that much money all at one time.

SUE: Here's an idea! Why can't we earn the money? If all the boys and girls will help, we can have the twenty-five dollars in a month.



BOB: Work for it? What can we do to earn twenty-five dollars?

CARL: We can rake yards, clean windows, run errands, and wash cars.

RUTH: The girls can run errands and take care of younger children for mothers who want to go out in the afternoons and on Saturdays.

BOB: I'm in favor of Sue's suggestion! Let's have a meeting after school.

SUE: All right! Carl, will you tell Miss Ray about it?

Talking together

The class should decide upon answers to these questions:

1. What is the difference between a voice that is pleasant and one that is not pleasant?
2. Whose voice do you like best on the radio? Why?
3. Why should each girl and each boy speak with a pleasant voice?
4. In what ways can girls and boys in your class improve their voices?

Making a class record

Think of someone who has a pleasant voice. Think of sentences that tell what makes it pleasant.

Copy this title near the top and center of a sheet of paper: *A Pleasing Voice.* Under the title write the sentences you have thought of.

The class should choose a committee to select the best statements of what makes a voice pleasant. Then someone who writes well should be chosen to make a record of the statements that are selected. The class will use the record later.

4. Words That Have Nearly the Same Meaning

To read and think over

For each word printed in italics in the story, choose a word (or words) from the group that has the same number. Choose words that will keep the meaning of the story about the same as it is here. Perhaps the picture will help you with some of the words.

A FISH STORY

"Catching anything?" a man in a small boat called (1) *good-naturedly* as Ted fished early one morning from the (2) *dock* near his cottage.

"Not yet," (3) *answered* Ted with a hopeful smile.

"Perhaps your fishing pole is too crooked," the man (4) *said* just to (5) *banter* Ted. "Fish like straight poles such as mine." He (6) *raised* a long bamboo pole.

"Fish don't bite my pole," Ted (7) *replied*, and the man chuckled.

Each fisherman settled down to his (8) *work*. Slowly the boat (9) *floated* out into the lake. Then (10) *all at once* Ted's voice rang out. "Hey, mister! Look at this! How would you like to trade poles?"

"Even!" the man (11) *shouted*, "if you will (12) *show* me how to catch fish like that."

1. calmly	2. shore	3. objected
proudly	cliff	replied
solemnly	pier	boasted
gloomily	harbor	confessed
cheerfully	beach	agreed
4. suggested	5. provoke	6. ascended
declared	please	mounted
denied	tease	climbed
decided	annoy	put up
proposed	persuade	held up
7. refused	8. duty	9. drifted
admitted	task	swam
retorted	job	steamed
restored	game	shot
asked	drill	trickled
10. quietly	11. called back	12. practice
soon	objected	teach
suddenly	confessed	learn
slowly	denied	train
rapidly		help

Writing the words chosen

Write the list of words you chose for the blanks. Number each word to show where it belongs.

Talking together

As someone chosen by the class reads aloud the words he selected, help decide which word (or words) in each group fits the story and the picture. Help decide also why others cannot be used.

Armstrong Roberts

LOOK AT THIS, MISTER!

Some questions to answer for yourself

On what is Ted standing? Is he talking with someone? What topic are they probably talking about? What makes you think so?

To do by yourself

In each line find a word that means about the opposite of the first word in the line. Write the words in pairs, as: *soon — late.*

solemn	sad	gay	silent
denied	declared	refused	confessed
annoy	please	calm	distress
hoisted	leveled	lowered	labored
slowly	solemnly	eagerly	rapidly
objected	proposed	agreed	insisted
refuse	accept	resist	encourage
eager	free	hearty	reluctant
above	beside	below	behind
trickle	gush	ooze	seep
helping	aiding	comforting	hindering
unusual	queer	ordinary	strange

Get someone to check your paper while you check his. If you do not agree with him about the choice of a word, ask your teacher to decide which is correct.

5. Using What You Have Learned

Getting ready for a conversation

Think of a topic that you would like to have the class talk about today. The pictures and questions on page 25 may help you. Thinking of answers to these questions may also help you:

1. What exciting things have happened recently? What interesting things have you seen or done?
2. What work would you like to do when you grow up? Why? What are some of the things you would have to do?

When your turn comes, tell what you would like to have the class talk about.

When the boys and girls have given the topics that they have thought of, the class should choose one for the conversation.

Talking together

Talk with the other boys and girls in your class about the topic that was chosen. Use the rules for conversation that you have learned. When you talk, try to use good sentences and to keep them apart. Do not use *and, and so,* or *and-uh* where no word is needed. Speak correctly and distinctly. If you do not understand the meaning of what someone says, ask him to explain it.

Finding ways to improve conversations

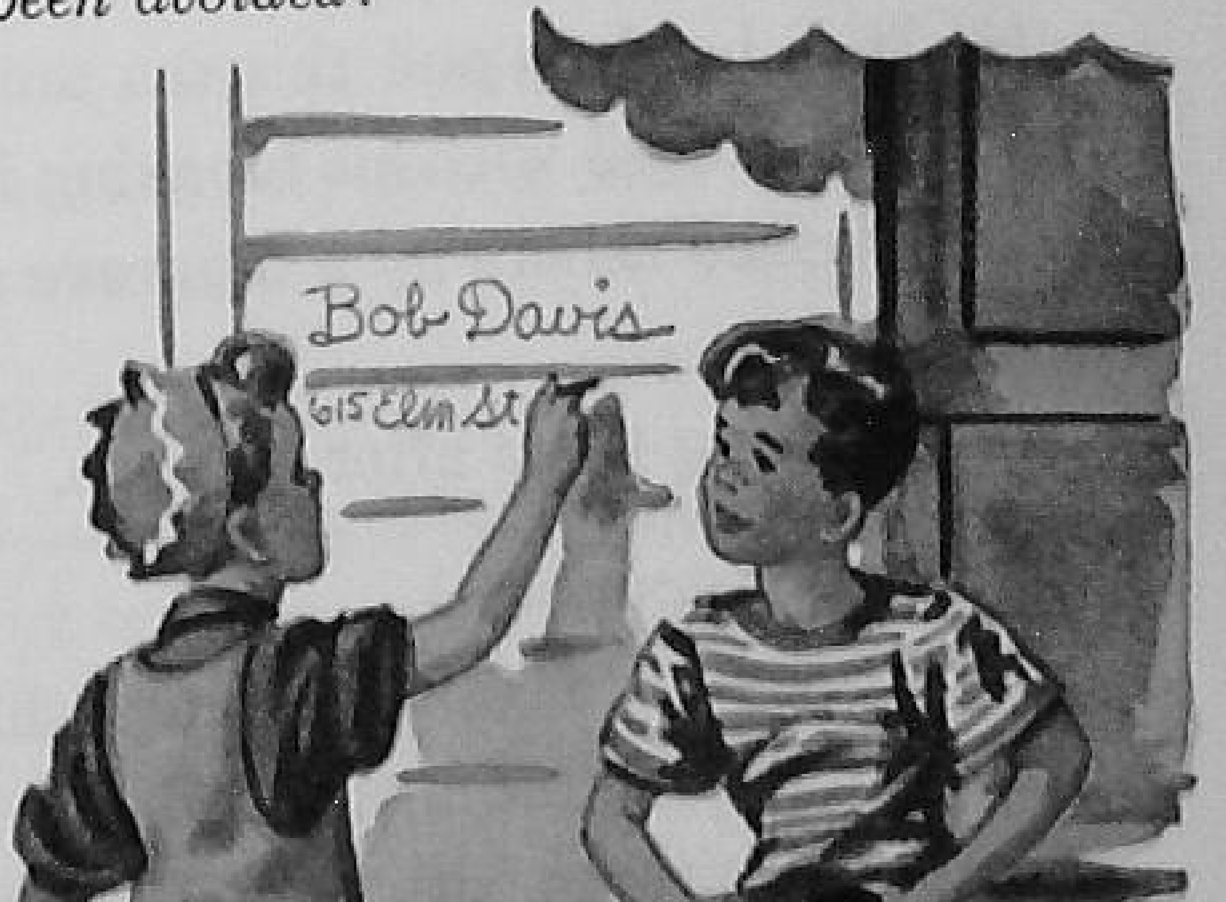
When the conversation is over, the class should answer these questions:

1. What rules for conversation were not followed carefully enough?
2. Were all sentences used correctly?
3. What words were not pronounced correctly? Do the boys and girls in the class need to make their voices more pleasant?
4. What things can the class do to make their conversations better?

1. What games do you like best to play or to watch? Why?

2. What unkind or mean acts have you seen? How could they have been avoided?

3. What tricks have you seen a pet do? How are dogs and other animals taught to do tricks?



4. Should boys and girls write on buildings? Why or why not?

More Practice

I

Recognizing sentences

Three of the six groups of words below are not sentences. Think of words that you would add to each of the three groups in making a sentence. Then write the three sentences.

(1) I found a starfish shell.
(2) The shell is shaped like a star.
(3) The sea animal that lived in it.
(4) It is hard to pull this sea animal out of his shell without breaking it.
(5) Washed ashore by a big wave and left there.
(6) Hunting them after a storm.

Correct your work.

Did you add words to the third, fifth, and sixth groups? Did you begin each sentence with a capital letter? Did you put the right punctuation mark at the end of each sentence?

Keeping sentences apart

Write sentences that tell what you are asked to tell about each of the following topics. Keep your sentences apart.

(1)

What I Have That I Like Best

1. Tell what it is.
2. Tell where you got it.
3. Tell why you like it.

(2)

A Game I Like to Play

1. Tell what it is.
2. Tell where you play it.
3. Tell who plays with you.
4. Tell why you like the game.

(3)

My Home

1. Tell whether it is in a house, an apartment, or a trailer.
2. Tell where it is.
3. Tell what it is like.
4. Tell how far it is from school.

Correct your paper.

Did you begin each sentence with a capital letter and end it with a period?

Separating sentences

Copy the following part of a conversation. Separate the sentences that are run together. Add periods and question marks, change small letters to

capital letters, and leave out words as you need to.

This morning our dog barked as if burglars were in the house and Dad rushed downstairs to investigate there was no one in sight and still the dog barked as furiously as ever and so Dad made him hush and then he heard a tap, tap, tap on the outside of the house Dad tiptoed outside very quietly and can you guess what he found and there was a flicker pecking away on our drain pipe

Correct your work.

You should have nine sentences in your paper. The first seven and the last one should end with periods. The other one is a question. Did you remember to put a question mark after it? Did you leave out the unnecessary *and's* and *so's*?

Combining sentences

The sentences in each of the following groups are too short and choppy to be interesting. Combine the three sentences in each group into one sentence that tells what all three of the short ones tell. Add or leave out words as you need to. Words like *because, that, but, of, as, while, when* and *or* may be added.

1. Great Salt Lake is in Utah. It is in the northern part. It is near Salt Lake City.
2. Great Salt Lake is very large. You can't swim across it. You can't even see across it.
3. It is not hard to swim in Great Salt Lake. The water is so salty. A swimmer can float easily.
4. I tried to swim in Great Salt Lake once. I couldn't keep my balance. My feet kept bobbing up.
5. Sentences that are too short are often improved by being combined. Sentences that are choppy are often improved by being combined too.
6. In combining sentences it is often correct to use such a word as *who* or *which*. In combining sentences it is often correct to use such a word as *when* or *while*.

Correct your paper.

Did you combine each group of short sentences into one long sentence without changing the ideas? Did you combine the two sentences in each of groups 5 and 6 by adding to one sentence a word or two from the other? Did you remember to begin each sentence with a capital letter and end it with a period?

UNIT TWO

Letters

CHAPTER FOUR

Writing Letters

1. Letters That You Like to Read

To read and think over

Mark received the following letters after he had moved away. Which do you think he liked the better? Why?

Dear Mark,

The class is going to give a play on Halloween.

We had a big snow storm yesterday. I am going coasting tomorrow.

Your old friend,
Joe Harris

Dear Mark,

You made a lot of trouble for Sue Blair when you left your goat Bozo with her. She can't make him stay at home. Last Monday he ate some plants in Mrs. Holt's garden. The next day he pulled a pillow case from the Clarks' clothesline and ate it. Yesterday Sue and her Dad found him downtown walking on the top of an old car. Before they could catch him, he had fallen through! Sue ought to lock up that goat!

Our class is going to give a play next week. We need you here to be in it.

Sincerely yours,
Henry Mills

Talking together

1. Which topic in the letters do you think Mark was most interested in reading about? What makes you think so?
2. Which letter has enough about one topic to make it interesting?
3. Which letter shows that the writer meant his letter for Mark especially? What did he write to show that?
4. Which letter shows how the writer felt or what he thought about a topic? What did he write to show that?
5. Which letter do you think Mark liked the better? Why?

6. In writing a letter to a friend, what different things can you do to make it interesting to him?

7. Should you answer letters that you get from friends? Why? Should you answer questions that are asked you in letters? Why?

8. For which of the following reasons might you or your class need to write a letter? For what other reasons?

(a) To thank someone who did something for you

(b) To ask a favor

(c) To cheer up someone who is ill

(d) To send news to someone

(e) To invite someone to a school entertainment or to a party

Making a class record together

Think of ways to make a friendly letter interesting. Then think of a sentence to use in telling each way.

When your turn comes, give one of your sentences for someone to write in a list on the blackboard. Tell something that has not already been given. The list may begin like this:

1. Write about topics that you think will be interesting to the person to whom you are writing.

Help your class improve any sentence that needs to be improved.

Copying the class record

Copy this title near the top and center of a sheet of paper: *Making Letters Interesting.* Under the title copy the list of sentences that is on the blackboard. Use capital letters and punctuation marks where you see them.

A copy of the list that is neat and correct should be put on the bulletin board.

2. The Form and Parts of a Letter

To read and study

As you read about each of the five parts of a letter, find it in the pattern on page 31.

1. The **heading** is near the upper right corner of the paper. The three lines in the heading begin even with one another. Where are capital letters used in the heading? What punctuation mark is used? Where?

2. The **greeting** is written on a line by itself. It should begin about half an inch from the left edge of the paper and a little lower than the last line of the heading. Where are capital letters used in the greeting? What punctuation mark is used?

3. The first line of the **body** (the main part) of your letter should begin under the greeting and about a half inch farther to the right than the beginning of the greeting. All other lines in the body, except the first line in each paragraph, should begin even with the beginning of the greeting. This is to make the left margin even.

4. The **closing** is written on a line by itself on the right side of the paper. Where are capital letters used? What punctuation mark is used?

5. The **signature** is written under the closing on a line by itself.

Notice where capital letters are used in these greetings and closings:

Greetings:

Dear Uncle Jim,	Dear Polly,
My dear Mr. Reid,	Dear Cousin,
My dear Miss Baker,	Dear Mrs. Coe,

Closings:

Lovingly yours,	Your old friend,
With love,	Yours sincerely,

Talking together

1. What does each of the three lines in the heading tell? When would you not need to write the first line? What might you put in the first line if you do not have a street address?

2. Where are capital letters used in the heading? Where is a comma used?

3. Where are capital letters used in the greeting? What punctuation mark follows it?

4. What greeting would you use in writing to each of these people?
   - (a) An uncle named Dan
   - (b) An aunt named Mary
   - (c) Your grandmother
   - (d) A friend named Helen
   - (e) Miss Ray
   - (f) Mr. Clark
   - (g) Mrs. Holt

   What capital letters and punctuation mark should you use in each greeting?

5. What closings would you use in letters to relatives?

HEADING →

218 Ash Street
Adel, Iowa
October 15, 1946

GREETING →

Dear Bill,

We had our club meeting yesterday. Sam was elected president. You were elected secretary. We hope you will be well enough to come to the next meeting. We are going to have it next Monday after school.

BODY →

Do you remember the goat that Mark left with Sue Hunter when he moved away? Sue's father gave the goat to a farmer. I suppose Mr. Hunter was tired of chasing it all over town.

Sincerely yours,
Ted Barber

CLOSING →

SIGNATURE →

Testing yourself

Close your book and write the following letter as your teacher reads it to you. Place each of the five parts correctly on the paper.

815 Nelson Street
Topeka, Kansas
October 20, 1946

Dear Henry,

Why didn't you tell me more about the play? What is it about? Is Tubby in it? He should play the part of a fellow who likes to eat.

I laughed when I read about Bozo. I told Sue that she would have a hard time keeping him at home, but she wanted him anyway. Why don't you take him for a pet? You could keep him tied to a post.

Sincerely yours,
Mark Owens

Check your letter to see if you used capital letters and punctuation marks correctly. Then show your paper to your teacher. Find out if you placed your letter correctly on the paper. Copy your letter again if you can make it better.

3. Writing a Letter

To read and do by yourself

Choose someone to whom you want to write a letter. These questions will help you:

1. Who is absent from school?
2. Who has written a letter to you?
3. Who would like to hear some news that you know?
4. What uncle, aunt, or grandparent would like to hear from you?
5. What friend of yours is ill?
6. What friend has moved away?

Now choose one or two topics that you think will be interesting to the person who will receive your letter. The questions under the pictures on page 33 and the questions here may help you.

1. What has happened to a friend of the person to whom you are writing?
2. What interesting things have happened at school?
3. What surprise have you had?

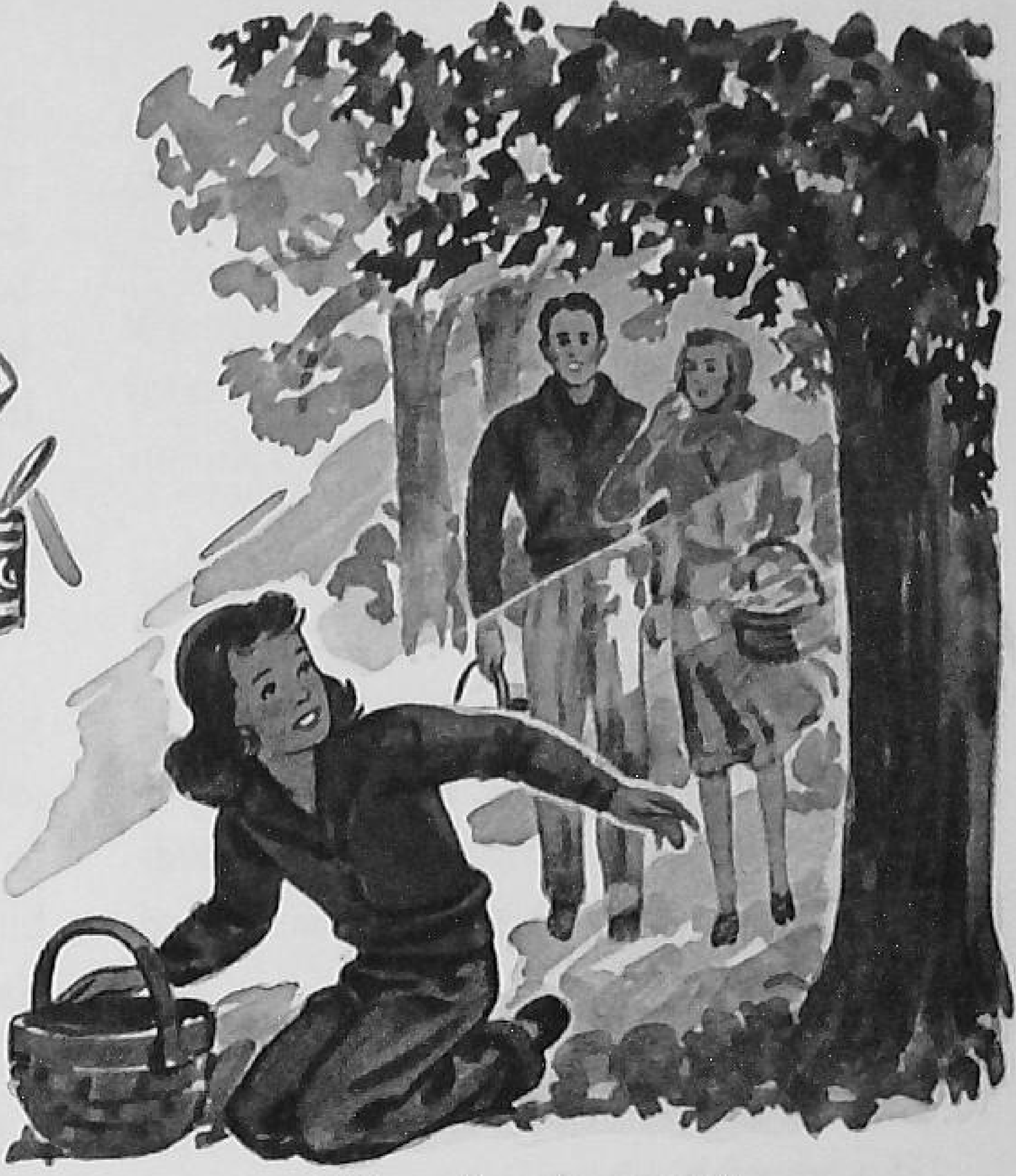
Thinking before you write

Decide for yourself what you will say in your letter. Remember these three things:

> **1. Tell enough about each topic to make your letter interesting and easy to understand.**
> **2. Tell how you feel or what you think about the topics in your letter.**
> **3. Make the person to whom you are writing know that the letter is for him and not for just anyone.**

Think how you will place your letter on your paper. The pattern on page 31 will help you.

*1. What have you made?
How do you use it?*



*2. What fun have you
had with your family?*

3. What has happened to your pet?

*4. What funny thing have
you seen happen?*

Writing and correcting your letter

Write your letter. Then use these questions to help you improve it:

1. Did you place your letter correctly on the page? Did you use capital letters and commas where they should be used in the heading?
2. Does each sentence in your letter say what you meant it to say?
3. Is each group of words that looks like a sentence really a sentence? Is it only one sentence? What punctuation mark did you put at the end of each sentence?

Correct any mistake that you find in your letter. Copy it if you need to. If you wish, show it to your teacher. Then take it home and mail it.

4. Good Business Letters

To read and think over

The following is a business letter that one class wrote. How many parts does it have? How does it differ from a friendly letter?

Washington School
Greeley, Colorado
October 15, 1946

The United States Mint
West Colfax Street
Denver, Colorado

Gentlemen:

Our class would like to see how money is coined. May we visit the mint on Friday, October 25? We can be there by half-past nine. There will be twenty-six boys and girls and our teacher, Mr. Hambrick. We hope to hear soon that we may come.

Sincerely yours,
Elizabeth Gatson

When you write a business letter, you should tell everything that the person to whom you are writing needs to know in order to do what you want him to do. Think whether more should have been told in this letter:

Mason School
Ashland, Oregon
October 20, 1946

Ajax Producing Company
842 Main Street
Seattle, Washington

Dear Sirs:

We have heard that you send pamphlets and pictures free to schools. Will you send a pamphlet and two or three pictures for Miss Black's class?

Yours sincerely,
Thomas Walker

A business letter should be as brief as possible. Sometimes boys and girls spoil a business letter by telling things that they do not need to tell or by telling the same thing more than once. Think how the following letter could be shortened.

713 Oak Street
Dunbar, Nebraska
October 20, 1946

Acme Sports Company
414 Center Street
Omaha, Nebraska

Dear Sirs:

I need a new sled. There is a special kind that I want. Please send me a catalog of your sleds. I want a sled that will last a long time. I want one of your catalogs.

Yours truly,
Ben Abbott

Talking together

1. In what ways is the heading in a business letter different from the heading in a friendly letter?
2. The three lines above the greeting are called the **inside address**. What does each line tell? Where are capital letters and a comma used? Is the inside address the same as the address to be written on the envelope?
3. What greetings are correct to use in business letters that you write to a company or any other such business organization?
4. The punctuation mark that follows the greeting in a business letter is a **colon** (:). What mark is used after the greeting in a friendly letter?
5. What closings should be used for business letters? What punctuation mark should follow the closing?
6. In his letter what should Thomas Walker have told that he did not tell?
7. Which sentences should Ben Abbott have left out of his letter?

Improving a letter

Copy this letter. Place the six parts correctly on your paper. Make any changes that are needed in the body of the letter.

Horace Mann School
Salem, Illinois
October 20, 1946

Hardy Bakery
318 Main Street
Salem, Illinois

Gentlemen:

Please send us some sugar cookies next Tuesday. We will pay the man who brings them. Send sugar cookies. Don't send any other kind.

Yours truly,
Carl Mason

Correcting your letter

Use the letter above to find out whether you put capital letters and punctuation marks where they belong in the heading, in the greeting, and in the closing. Correct any mistakes that you find.

Check your letter as your teacher tells what sentences should be left out, and what the letter should tell that it does not tell. Write your letter again if it needs to be improved.

5. Using What You Have Learned

To read and think over

A class sometimes needs to write a business letter for one of these purposes:

1. To order a book or a magazine
2. To ask someone to talk to the class about a topic that the class is studying
3. To ask for free pictures, booklets, and samples of iron ore, wool, cotton, flax, and other products
4. To ask to visit a factory, a museum, a post office, a farm, or some other place

Here are a few places to which a class may need to send business letters:

1. To railroad companies and bus lines for booklets about interesting places to visit
2. To the Chamber of Commerce in a large city for pictures and booklets about interesting places in that city
3. To the Department of Agriculture, Washington, D.C., for booklets about birds, cattle, insects, trees, fruits, fire prevention, corn, wheat, and other topics
4. To life insurance companies for pamphlets that tell about ways to keep healthy

Use the following questions to help you think of a business letter that your class needs to write:

1. What help does the class need on a topic which they are studying?
2. What does the class need for doing something you want them to do?
3. What place should the class visit?
4. About what contest or game would the class like to have information?
5. To whom should the letter be written? What should it say?

Working together

With your class decide for what purpose and to whom they should write a letter. Then help to make up a letter for your teacher to write on the board. When you think of something that no one else has given to put into the letter, tell it in a good sentence.

When the letter is written, read it carefully. If you think it can be improved, tell how to do it.

Copying and checking the letter

Without looking at the letter that is on the blackboard, try to make a copy of it.

Check your letter by the letter on the board. Have you placed the parts correctly? Have you put capital letters and punctuation marks where they belong?

The class should choose a copy that is neat and correct to send to the person to whom the letter is written.

CHAPTER FIVE

Using Capital Letters, Punctuation Marks, and the Apostrophe in Letters

1. Testing Yourself

To read and think over

Decide for yourself why each numbered capital letter and punctuation mark is used in the letter given here. Use the rules on this page and those that follow on page 38 if you need help.

214 [1]Cherokee [2]Street
[3]Louisville[4], [5]Kentucky
[6]October 20[7], 1946

[8]Dear [9]Jane and [10]George[11],

[12]Grandfather and [13]I are expecting you for [14]Halloween. You will get a hearty welcome from [15]Rover too[16]. Come as soon as [17]Whittier [18]School closes [19]Friday afternoon. [20]The [21]Rotary [22]Club is giving a skating party for boys and girls Saturday morning. If you bring your roller skates, you can take part in a race. Each of you may win a prize!

Will you do an errand for me[23]? Please get me a jar of [24]So [25]Good [26]Mince [27]Meat at the [28]Sunshine [29]Grocery.

[30]With love[31],

[32]Grandmother [33]Blair

RULES FOR USING CAPITAL LETTERS

Use a capital letter to begin:

a. The first word of a sentence.
b. The name of a special day.
c. The name of a month.
d. The first word in the closing of a letter.
e. The names of the days.
f. Each important word in the name of a store, company, firm, or special product.
g. Each word in the name of a street.
h. Each word in the name of a city.
i. The name of a state.
j. The name of a pet.
k. The first word in the greeting of a letter.
l. Each word in a person's name.
m. Each word in the name of a school.
n. The name of a club.

Use a capital letter:

o. For the word *I*.

RULES FOR USING PUNCTUATION MARKS

p. Use a period at the end of a statement.
q. Use a question mark at the end of a question.

Use a comma:
r. After the greeting in a friendly letter.
s. After the closing in a letter.
t. To separate the name of a city from the name of a state.
u. To separate the day from the year in writing a date.

To do by yourself

On a paper write the numbers from 1 through 33 to stand for capital letters and punctuation marks that are numbered in Grandmother Blair's letter.

After each number write the letter of the rule that explains why that capital letter or that punctuation mark is used. For example, after number 1 in your list, write *g*. (1 *g*) This will show that rule g explains why the word *Cherokee* begins with a capital letter.

Talking together

Help your class decide which rule explains why each capital letter or punctuation mark is used in the letter. If you do not understand why any mistake that you made is a mistake, ask to have it explained.

Writing a letter from dictation

Notice where capital letters and punctuation marks are used in this letter. Then write the letter as your teacher reads it aloud.

317 Oak Street
Loveland, Colorado
October 28, 1946

Dear Harry,

We are getting ready to give a play in November at Weber School. It tells the story of the first Thanksgiving. Betty and I are to be two of the settlers. Come over to see us act.

What do you call the camera club in your school? Ours is The Camera Club. We are using a new kind of film called The Bright Light Film. It is made by The Baker Company in Chicago. Last Saturday I got a good picture of Spot climbing over a fence.

Sincerely yours,
Bill Reed

Checking your letter

Use the letter above to find out whether you made mistakes in using capital letters and punctuation marks. Correct any mistake that you may have made. Give your letter to your teacher.

2. More about Capital Letters and Punctuation Marks

To read to yourself

Find capital letters and punctuation marks in the following letter. Think why each one is used.

Edwards School
Adel, Iowa
November 1, 1946

Dr. A. P. Butler
823 Ninth Avenue
Adel, Iowa

Dear Dr. Butler:

We are studying about discoveries that have helped to make people more healthy. We have read about the wonderful work of Madame Curie in discovering radium. We also know about the work of Dr. Jenner in England. Our teacher said you might tell us about other discoveries. Won't you come and talk to our class on Monday at eleven o'clock? Please call Main 1024 and tell my father whether you will come. His name is Charles A. Miller.

Sincerely yours,
Ethel Miller

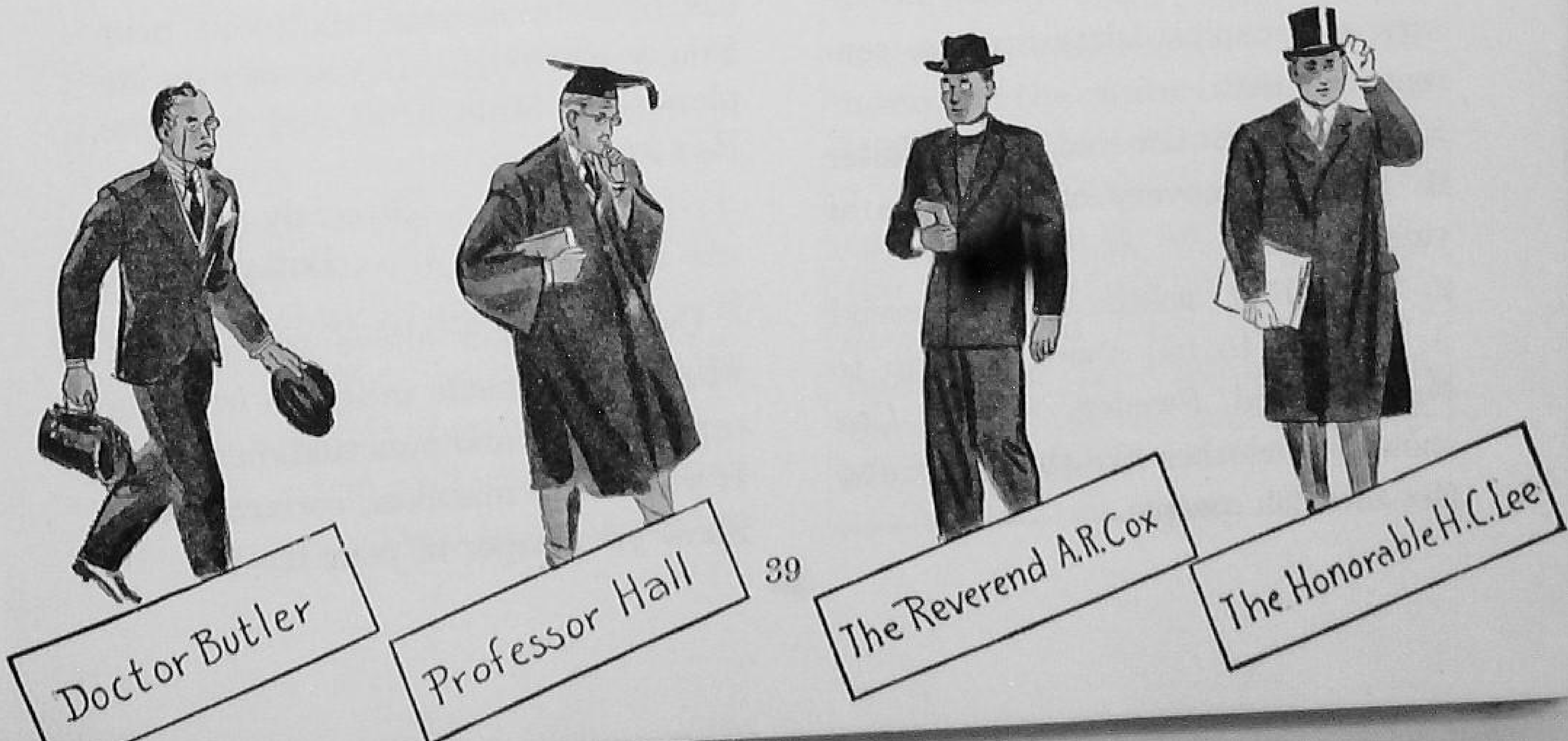
To read and think over

In the greeting of a letter the abbreviation *Mr.* is often used as part of a man's name. When it is used in that way, it is begun with a capital letter and is followed by a period. The abbreviation *Mrs.* is written in the same way when it is used as part of a woman's name.

In the greeting of Ethel Miller's letter, the abbreviation *Dr.* is used as a part of a name and for that reason is begun with a capital letter. What mark of punctuation is placed after it? *Dr.* is an abbreviation for *Doctor.*

Here are other titles for which abbreviations are sometimes used, but it is better to write the whole title.

1. *Reverend* (*Rev.*) is used with the name of a minister.
2. *Professor* (*Prof.*) should be used only with the name of a teacher who has been appointed as a professor.
3. *Honorable* (*Hon.*) is used with the name of the mayor of a city or with the name of a congressman.



Talking together

With others in your class find an example of each of these rules in the letter that Ethel Miller wrote.

> Use a capital letter to begin:
> 1. A title or the abbreviation of a title that is written as a part of a person's name.
> 2. The name of a nationality such as *English, Mexican, Chinese.*
> 3. The name of a country.
> 4. The abbreviation, *Mr.* or *Mrs.*, or the word *Miss* when it is written as part of a person's name.
> 5. The word *Class* when it is part of the name of a certain class. (Example: Miss Dale's Class.)
> 6. Use a capital letter to write the initials in a person's name. (Example: L. R. Bates.)
> 7. Put a period after an initial.
> 8. Put a period after an abbreviation. (Examples: *Mr., Mrs., Dr., Rev., Hon.*)

With others in your class decide why each capital letter in these sentences is used:

1. Dr. A. P. Butler told about Walter A. Reed's discovery of the cause of yellow fever.
2. Miss Ray asked the Reverend A. R. Cox to tell about his trip to Norway and Sweden. Mrs. Cox showed us clothes like those worn by the Swedish people.
3. In social science we are comparing the way Indians lived in South America and in North America.
4. Miss Parker's Class is invited to room 11 next Tuesday at two o'clock to hear Professor T. J. Walker explain what makes an airplane rise.

Writing and correcting a letter

Write this letter as your teacher reads it aloud. Use punctuation marks and capital letters correctly.

Edwards School
Adel, Iowa
November 2, 1946

Professor E. A. Hall
146 Elm Street
Adel, Iowa

Dear Professor Hall:

Dr. A. P. Butler told us that you lived in Arabia and in Syria for several years. Our class would like to know how the Arabians and the Syrians live. Will you talk to us next Friday morning? If you will do so, please call Main 376R and let Miss Ray know.

Sincerely yours,
Betty Blue

Use the letter above to find out whether you made mistakes in using capital letters and punctuation marks. If you made mistakes, correct them. Show your paper to your teacher.

3. Addressing Envelopes

To read to yourself and think over

612 Fifth Avenue
Adel, Iowa
November 6, 1946

Mr. Henry Smith
Chicago, Illinois

Dear Sir:

I am sending ten cents for one Italian stamp. Please send me your latest catalog too.

Sincerely yours,
Sam Blake

Here is the address Sam wrote on the envelope for his letter:

Mr. Henry Smith
Chicago
Illinois

Day after day went by, but Sam received no answer to his letter. What had become of his dime?

Finally an envelope arrived addressed to him. Inside was the envelope which he had addressed to Mr. Smith. Across the front these words were stamped in red letters: *Dead Letter Branch.* Inside his envelope Sam found the ten cents and the letter to Mr. Smith. Mr. Smith had not received them!

Sam's father said that the letter had gone to the Dead Letter Office because Sam had not addressed the envelope correctly. A postal clerk there had to open the letter to find Sam's name and address.

Sam's father said that the envelope should have been addressed in this way:

> Sam Blake
> 612 Fifth Avenue
> Adel, Iowa
>
> Mr. Henry Smith
> 1814 Madison Street
> Chicago
> Illinois

In addressing an envelope be careful to follow these rules:

> **1. In the main address on the envelope write: (1) the name of the person to whom the letter is to be sent; (2) the street address or the rural route number (if the person has one); (3) the name of the city or town; and (4) the name of the state. Put the name of the state on a line by itself.**
>
> **2. Always write a return address on the front of an envelope in the upper left corner. This address should have in it your name, your street address, if you have one, and the name of your city and state.**

Talking together

With your class decide upon answers to these questions:

1. What did Sam leave out in addressing his envelope?
2. What things should be written in the main address on an envelope?

In writing to a person who lives in the country, what may you sometimes need to write instead of a street address?

3. Why should a return address be put on an envelope? Where should it be written? What should it tell?
4. Where should capital letters, periods, and commas be used in addressing an envelope?

Writing and correcting addresses

Cut or tear four pieces of paper the size of an envelope. Then write the addresses needed on each of the envelopes for these letters:

1. A letter from you to Sam Blake who lives at 612 Fifth Avenue in Adel, Iowa.
2. A letter from you to Mary Carter who lives at 1814 Palm Avenue in Pasadena, California.
3. A letter from you to Mr. T. V. Walters whose address is Box 315, R.F.D. at Concord, New Hampshire.
4. A letter from you to A. J. Cross who gets his mail from Post Office Box 32 at Houston, Texas.

Use these questions to find out whether you made any mistakes:

1. What does each main address tell? Is the name of the state written on a line by itself?
2. Where did you place each return address? What does it tell?
3. Where did you use capital letters and punctuation marks?

Correct any mistake that you may have made.
Write the addresses again if you need to. Then show your papers to your teacher.

4. Using the Apostrophe

To read and think over

843 Vine Street
Adel, Iowa
November 8, 1946

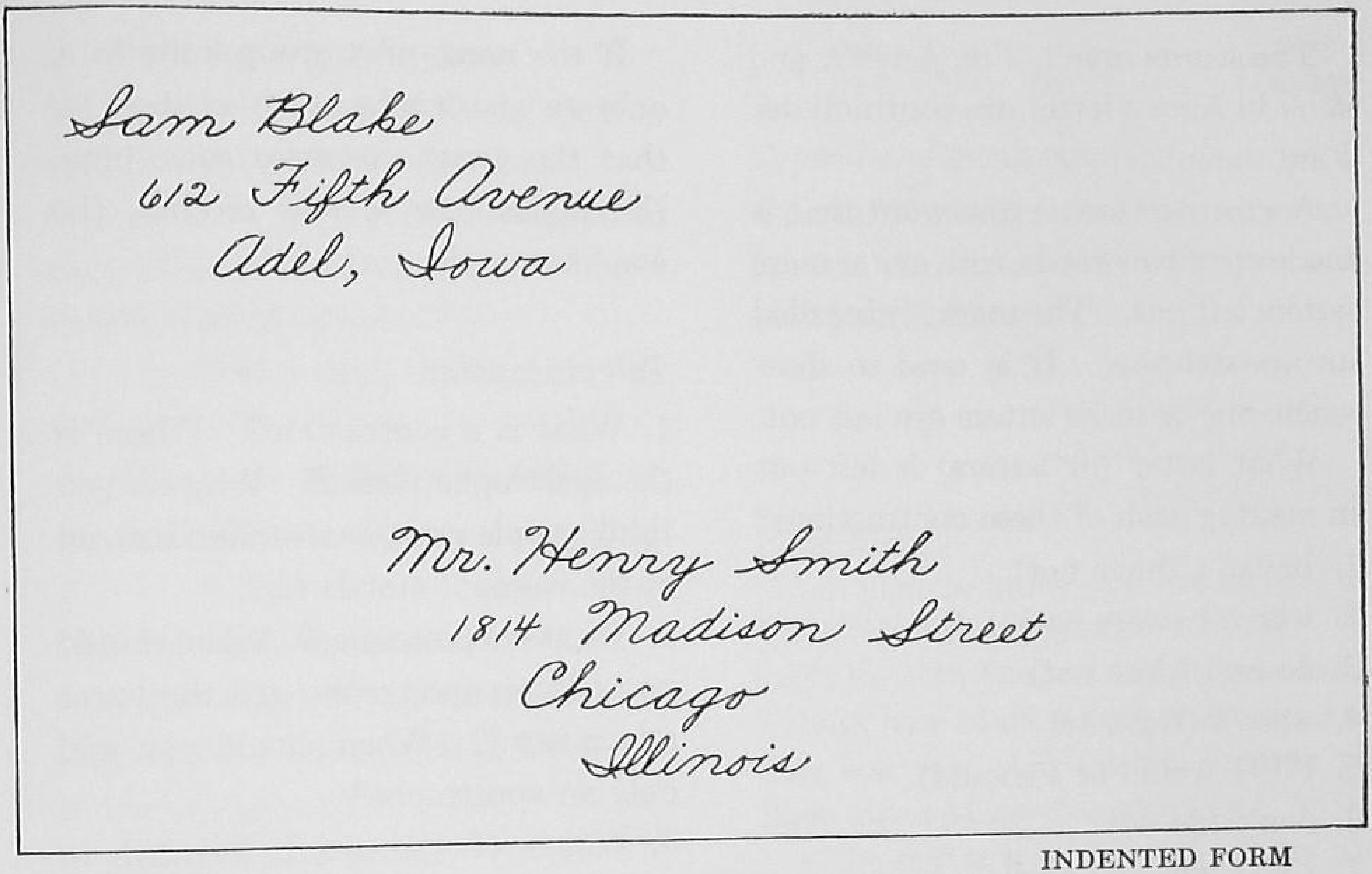
Dear Martha,

Aren't you going to write to me? I've been waiting for answers to my questions. I haven't heard from you since you left.

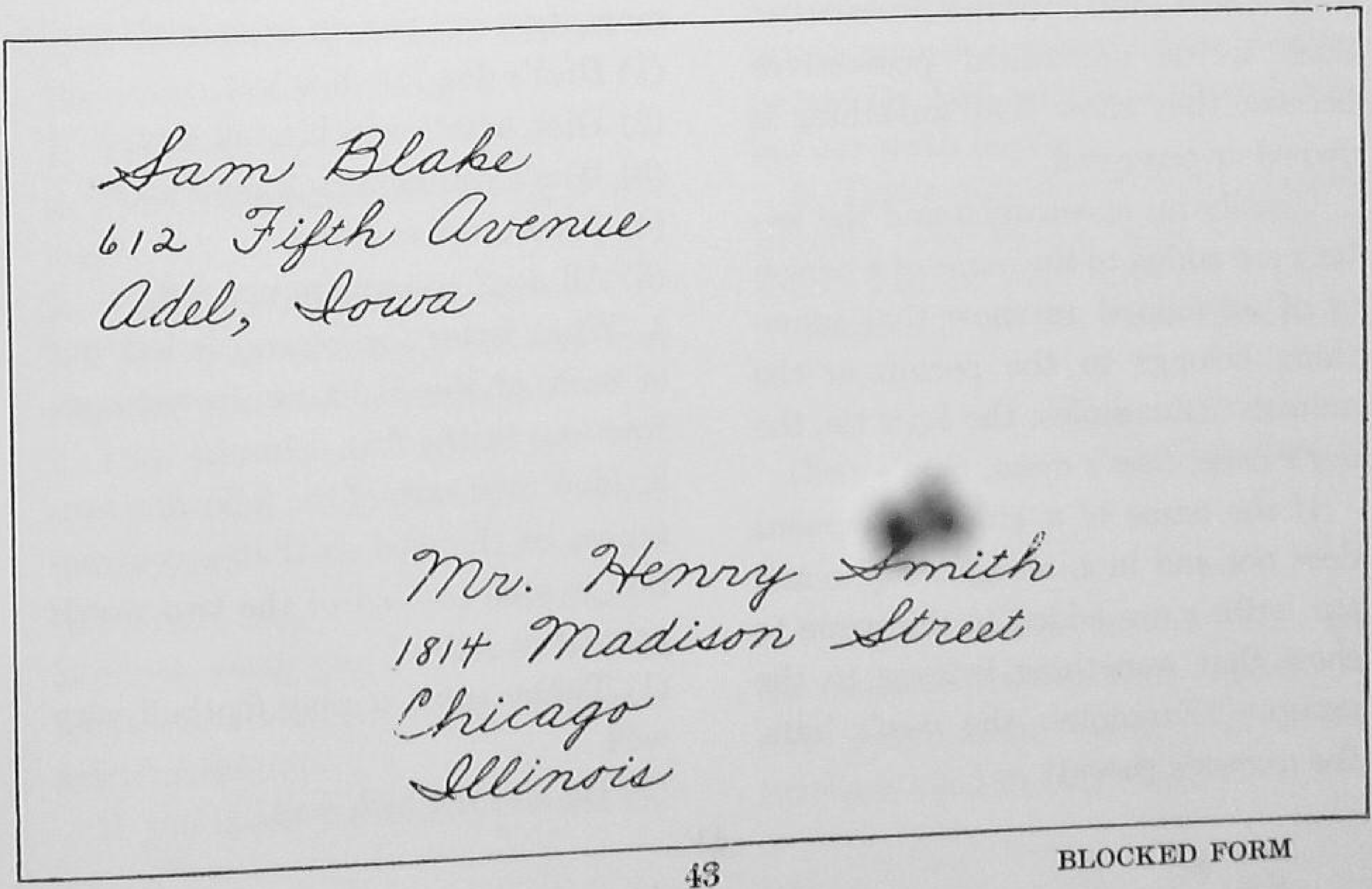
You remember Joe's father, don't you? He is the new chief of the fire department. Joe says his father's uniform makes him look bigger and stronger than ever!

We had a party yesterday at Jean's house. The girls hid the boys' caps. Then the boys mixed the girls' overshoes. You should have seen the mess!

Lovingly yours,
Alice Lake



INDENTED FORM



BLOCKED FORM

The words *aren't*, *I've*, *haven't*, and *don't* in Alice's letter are contractions. Find them.

A **contraction** is one word that is made up of two words, with one or more letters left out. The mark (') is called an **apostrophe**. It is used to show where one or more letters are left out.

What letter (or letters) is left out in making each of these contractions?

1. haven't (have not)
2. weren't (were not)
3. doesn't (does not)
4. wasn't (was not)
5. I'd (I would or I should)
6. don't (do not)
7. I'll (I will or I shall)
8. can't (can not)

Find the words *Joe's*, *father's*, *Jean's*, *boys'*, and *girls'* in Alice's letter. Such words are called **possessives** because they show that something is owned or possessed.

Usually an apostrophe and the letter *s* are added to the name of a person or of an animal to show that something belongs to the person or the animal. (Examples: the *boy's* tie, the *dog's* nose, *Bess's* dress, *Sam's* sled)

If the name of a group of persons does not end in *s*, an apostrophe and the letter *s* are added to the name to show that something belongs to the group. (Examples: the *men's* hats, the *women's* shoes)

If the name of a group ends in *s*, only an apostrophe is added to show that the group possesses something. (Examples: the *kittens'* mother, the *boys'* home, the *girls'* club)

Talking together

1. What is a contraction? Where is the apostrophe placed? Why do you think people use a contraction instead of the words it stands for?

2. What is a possessive? When should you add an apostrophe and the letter *s* to a word? When should you add only an apostrophe?

3. Which of the words printed in italics in the following sentences are contractions? Which are possessives? Does each possessive mean one or more than one person or animal?

(1) *Dick's* dog Patch is lost.
(2) Dick *hasn't* seen him all day.
(3) *Won't* you help look for Patch?
(4) *Patch's* collar is red.
(5) All *dogs'* collars are not red.

4. What letter (or letters) is left out of each of the eight numbered contractions in the first column?

5. How may each of the following sentences be changed so that a contraction is used instead of the two words printed in italics?

(1) Tubby *can not* play football very well.
(2) He *does not* kick well.

(3) He *is not* a fast runner.
(4) But the other boys *do not* play as well in the line as Tubby does.
6. How may a possessive be used in each of these sentences instead of the words printed in italics?
(1) The hobby club *of the girls* met today.
(2) They met at *the* home *of Jean.*
(3) Ann took *the* sister *of Joe.*

Writing and correcting sentences

Write each of these sentences so that you use a contraction instead of the words printed in italics:

1. *Cannot* Patty swim?
2. She *is not* able to swim.
3. Her brothers *do not* swim either.

Write each of these sentences so that you use a possessive instead of the words printed in italics:

1. The game *of the boys* was over.
2. Were the skates *that belong to Bob* lost?
3. Those skates *belong to Sam.*

Use these questions to find out whether you made a mistake.

1. Did you use an apostrophe correctly in each contraction and in each possessive? Where did you use capital letters and punctuation marks?
2. Does each group of words that looks like a sentence tell something or ask something?

If you made a mistake, correct it.

5. Using What You Have Learned

To read and think over

Notice where capital letters, punctuation marks, and apostrophes are used in this letter:

418 Baker Street
Denton, Texas
November 10, 1946

Dear Mary,

I'm glad to know you are having a Thanksgiving program. I'm sorry I can't be with you. I laugh yet when I think how Mark's goat broke up the play last year. What has become of Bozo since Mark moved away?

I like my new school. I belong to The Boys' Radio Club which meets each Monday. You would like The Girls' Hobby Club. Miss Law is my home-room teacher. Mr. H. L. Parks is my science teacher. Last Friday he had Dr. Ball talk to us about keeping our teeth healthy.

Is Tom's stamp collection getting larger? Tell him I have a French stamp that he may have for a dime. I bought it from The Fuller Company in Chicago.

Sincerely yours,
Roy Best

Talking together

With your teacher and the others in the class, decide why each capital letter, punctuation mark, and apostrophe is used in Roy's letter.

Writing and correcting a letter

With your book closed, write Roy's letter as your teacher reads it aloud. Be careful to place all parts of the letter correctly on your paper.

Use Roy's letter on page 45 to find out if you used capital letters, punctuation marks, and apostrophes where they should be used.

Correct any mistake that you find on your paper. Write the letter again if you need to. For further practice use page 55.

CHAPTER SIX

Using Words Correctly in Letters

1. Reviewing Important Words

To read and think over

Some boys and girls have trouble using each of these words correctly:

1. saw — seen	5. ran — run
2. did — done	6. gave — given
3. went — gone	7. took — taken
4. came — come	8. ate — eaten

> **It is correct to use the word *seen, done, gone, come, run, given, taken,* or *eaten* with a helping word such as *has, had, have, is, are,* or *was*.**
>
> **It is not correct to use the word *saw, did, went, came, ran, gave, took,* or *ate* with a helping word.**

In the following sentences each of the sixteen words is used correctly. Notice with which of the words a helping word is used.

1. We *saw* Jack on the playground. We *have seen* Jack on the playground.
2. He *came* with Alice. He *had come* with Alice.
3. They *ran* in some of the races. They *have run* in some of the races.
4. Alice *did* better than Jack. Alice *has done* better than Jack.
5. The man *gave* a bag of candy as a prize to Alice. The man *has given* a prize to Alice.
6. Alice and Jack *took* the bag home. Alice and Jack *have taken* the bag home.
7. All of us *ate* the candy. All of us *have eaten* the candy.

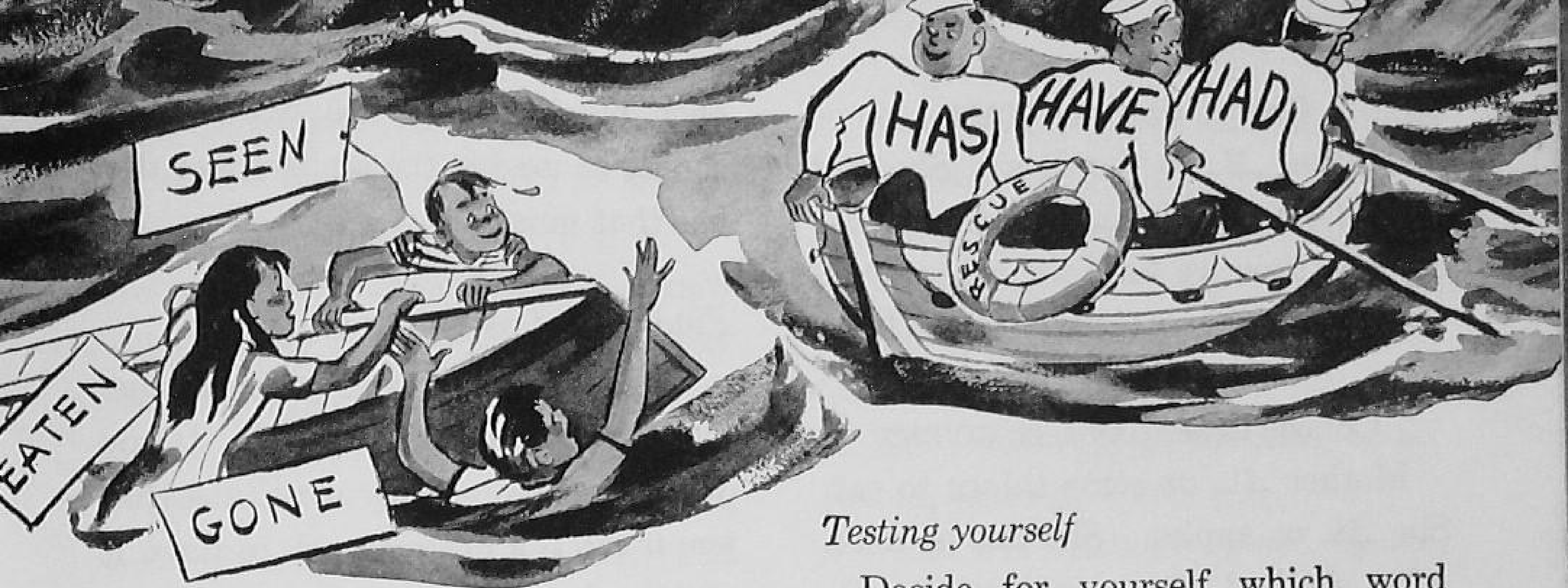
The words *comed, camed, runned, gived, guv, tooked, taked,* and *et* are always wrong.

Talking together

Think which word should be used in each blank in these sentences.

Use ATE, EATEN; WENT, GONE; SAW, SEEN:

I __1__ dinner early yesterday. Then I __2__ over to Jim's house. He had not yet __3__ his dinner. When Jim's mother __4__ me, she asked whether I had __5__ any dinner.



At Ann's house I ___6___ no one. Sue and Ann had ___7___ to the store to buy a present for Miss Ray. She had ___8___ there, too, and had ___9___ the girls.

Use RAN, RUN; DID, DONE; GAVE, GIVEN:

But the girls ___10___ their errand at the store quickly. Then they ___11___ home. Of course Miss Ray didn't know what they had ___12___. She thought that they had ___13___ away from her.

A little later we all ___14___ over to Miss Ray's house and ___15___ her the present Sue and Ann had bought. She said it was one of the best surprises that anyone had ever ___16___ her.

If you are asked to do so, read aloud one or more of the sentences. Help the class decide which is the correct word for each blank. If you made a mistake in choosing a word, find out why it was a mistake.

Testing yourself

Decide for yourself which word should be used in each of the blank spaces in the following sentences:

Choose WENT *or* GONE:

When I ___1___ to Tubby's house, he had ___2___ to Jim's. When I ___3___ to Jim's, he and Jim had ___4___ to the zoo. Jean and Jill had ___5___ along.

Choose SAW *or* SEEN:

At the zoo, I ___6___ them before they ___7___ me. I ___8___ an empty cage too. As they came past the cages, they ___9___ many animals. In the last cage they ___10___ me sitting on a trapeze! Jill said, "Have you ever ___11___ such a foolish-looking monkey!"

Choose RAN *or* RUN:

We all ___12___ to my house. Jean ___13___ faster than Jill. I ___14___ faster than the other boys. Jean and I got home first. Jim and Tubby had not ___15___ fast enough to catch us. Jill had not ___16___ fast enough either.

Choose CAME *or* COME:

Mother __17__ to the door. She said that Jean and I had better __18__ in. By the time we had our rubbers off, the others had __19__. Tubby __20__ last.

Choose GIVE, GAVE, *or* GIVEN:

Mother __21__ us some things to eat. She __22__ us apples. She __23__ us milk. After she had __24__ us cookies, she __25__ me some nuts to pass.

Choose TOOK *or* TAKEN:

Jean __26__ an apple and a cooky. Jim __27__ milk and an apple. After Tubby had __28__ an apple, a cooky, and milk, he __29__ more of everything. No one __30__ as much as Tubby had __31__.

Choose EAT, ATE, *or* EATEN:

Jean __32__ one apple and one cooky. Jim __33__ one apple. Jill __34__ candy. Can you guess who had __35__ the most by the time we quit? Could Tubby have __36__ more than anyone else?

Choose DID *or* DONE:

Jill told Mother what I had __37__ at the zoo. Mother asked me why I __38__ it. I said I __39__ it just to see if I could do some "monkey-shines." She said I probably had __40__ some.

Writing a list of words

Make a list of numbers from 1 through 40 on a sheet of paper. After each number write the word which should be used in the blank space that has that number.

Finding and correcting mistakes

Check your paper as your teacher reads the correct words aloud. If you do not understand why a mistake that you made is a mistake, ask to have it explained.

If you made a mistake, study again on page 46 how to use the word or words correctly. Then work out the right exercise on page 56.

2. Learning to Use Six Words

To read and think over

> **The three words *written, driven,* and *broken* are used correctly with helping words such as *has, have, had, is, are, was,* and *were.***
>
> **The three words *wrote, drove,* and *broke* are never used correctly with helping words.**

In these sentences the six words are used correctly. Notice which are used with helping words.

1. Jane *wrote* to her grandmother. It was the first time she *had written* to her since Halloween. The letter *was written* in ink.
2. She said that she *had driven* with her dad in the car to the city. They

drove only fifty miles in four hours! For once the car *was driven* as slowly as it could be.

3. The oil pump *had broken*. Jane's dad did not know what *broke* it, but when an oil pump *is broken*, you must run a car slowly if you drive it at all.

The forms *writed*, *wroten*, *drived*, *driv*, *droven*, *droved*, *breaked*, and *broked* are never right. Be very careful not to use them.

A Tag Game

Use the following eight questions in playing this game with your class. First, a player reads one of the questions aloud. Then he must answer it in a sentence, using one of the words in parentheses after the question. When a player does not use the word correctly in his answer, or when his answer is not a sentence, the boy or the girl who notices the mistake should call, "Tag, you're it!" While other players go on with the game, the one who is tagged must think of a new question to add to the list and must write it on the blackboard. In his question he must use correctly the word that he should have used in his answer. At the end of the game he must answer the question that he wrote on the board.

1. To whom did you write a letter? (wrote, written)
2. Why have you not driven a car? (drove, driven)
3. What did you break? (broke, broken)
4. Did anyone drive you to school? (drove, driven)
5. Who wrote your favorite book? (wrote, written)
6. What was written by you? (wrote, written)
7. What broke Humpty Dumpty? (broke, broken)
8. Did you break a window? (broke, broken)

Writing sentences

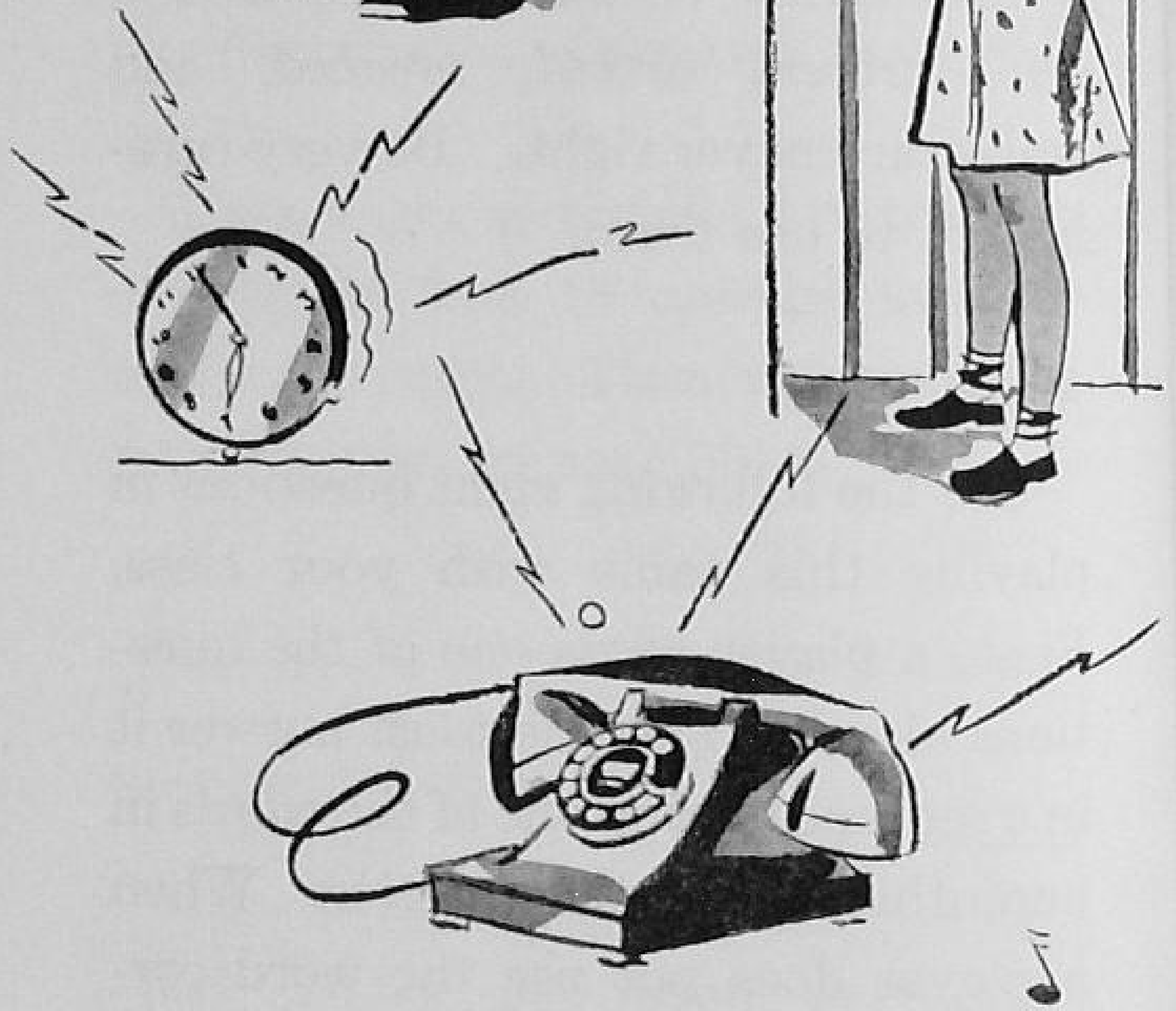
Copy these three paragraphs. For each blank space write the word that should be used there.

Choose WROTE *or* WRITTEN:

James Schultz ___1___ books for boys and girls. The books are ___2___ about Indians. One book that he has ___3___ is called *Lone Bull's Mistake*. Boys and girls like books that he has ___4___.

Choose DROVE *or* DRIVEN:

Max's father ___5___ his cattle away last week. After he had ___6___ them to a railroad station, he ___7___ them into freight cars. Before the railroad trip was done, Max's father had ___8___ them off the train twice to get water. Each time they were ___9___ back into the cars.



Choose BROKE *or* BROKEN:

A good wagon is not easily ____10____, but I ____11____ mine. When it crashed into a tree, two wheels were ____12____ off. It was the first time I had ____13____ a wagon. I was lucky not to have ____14____ my neck.

Checking your paper

Check your paper as your teacher reads aloud the correct words for the blanks. If you used any word incorrectly, study again on page 48 how that word should be used. Then work out the right exercise on page 56.

3. Using *Drank, Drunk; Rang, Rung; Sang, Sung*

To read and think over

> The words *drunk, rung,* and *sung* are used with helping words such as *has, had, have, is, are,* and *was.*
>
> It is never correct to use the words *drank, rang,* and *sang* with helping words.

Drank, drunk, rang, rung, sang, sung are used correctly in the following sentences. Notice which are used with helping words.

1. The elephant *drank* through his trunk. He squirted water over himself after he *had drunk.*
2. The school bell *rang* a few minutes ago. Should we stay outside after it *has rung*?
3. We *sang* a song today that we *had* not *sung* before.

The words *drinked, dranked, drunked, runged, ranged, sanged,* and *sunged* are never correct.

Talking together

Take your turn giving sentences using *drank, drunk, rang, rung, sang,* and *sung* correctly. The pictures on pages 50 and 51 will help you think of things to tell and ask.

If you do not understand why a mistake that you made is a mistake, ask to have it explained.

Testing yourself

Decide for yourself which word, *drank, drunk, sang, sung, rang,* or *rung,* is correct for each of the blanks in the following report:

That day Judy had eaten too many sweets and had ____1____ no milk at all. That night goblins sat on her bed posts, ____2____ bells, and ____3____ milk from funnels. In croaking voices they ____4____, "The goblins will get you if you haven't ____5____ your milk!"

Judy noticed that one goblin, the biggest and greenest of all, had ____6____ no milk, had ____7____ no bells, and had ____8____ no songs with the others. On top of the clock he ____9____ a big gong every time he ____10____ a cup of spinach juice and carrot juice. Then in a loud voice he ____11____: "She ____12____ no bell and ____13____ no song. She ____14____ no milk and dreamed all night long."

In the morning the goblins were gone. Judy couldn't remember all the songs they had ____15____ or just what kind of bells they had ____16____.

Number a paper from 1 through 16. After each number write the word you chose for the blank that has the same number.

Checking your paper

Check your paper as your teacher reads the correct words aloud.

Study again on this page any word that you did not use correctly. Then work out the right exercise on page 56.

4. Words That Have the Same Meaning

To read to yourself

Read the following letter. For each word in italics choose a word from the group that has the same number. Try to find a word that will keep the meaning of the letter about the same as it is. Use the picture to help you in any way you can.

Dear Ben,

Tony and I saw a grand show last night. Arano, the magician, was (1) *wonderful*! He pulled rabbits and ducks out of a hat. They were (2) *actually* alive too!

Arano played a (3) *joke* on Tony. He pulled a big sweet potato out of Tony's collar and a little one right out of his nose. Then he asked, "Do you feel better now?" Tony just (4) *wriggled* and looked (5) *surprised* and embarrassed.

The most (6) *baffling* thing the magician did was a trick with a piece of stove pipe. I know the pipe was (7) *hollow*, for I saw him put his arm through it. He rubbed the pipe with a stick and took out a set of dishes, bread, butter, and meat. Then he and his helper sat down to eat. The helper (8) *made believe* that he was awkward and upset the table. As the dishes started to fall, we all screamed. But the dishes didn't break. They never made a sound and they didn't hit the floor. They just (9) *disappeared*. What became of them is a (10) *puzzle* to me. Be sure to see Arano.

Sincerely yours,
Tom

1. funny, amazing, queer, strange, grand
2. really, quite, much, surely, greatly
3. game, freak, stunt, pass, trick
4. giggled, blushed, smiled, frowned, squirmed
5. sheepish, silly, astonished, foolish, frightened
6. puzzling, tiresome, skillful, lengthy, laughable
7. mellow, shallow, empty, unoccupied, deserted
8. declared, pretended, showed, proved, feared
9. deserted, melted, passed out, wandered off, vanished
10. doubt, mystery, certainty, question, problem

Copying the letter

Copy the letter and put in the words that you have chosen.

Talking together

If you are asked to do so, read the letter as you have written it. Help the class decide which word (or words) of each group should be selected.

Acme

IT CAN'T BE SO!

To read and talk over

These children are watching a conjurer, or magician, do his tricks. What tricks have you seen a conjurer perform? From looking at the faces of the children would you say that they understand clearly how the performer does the trick? Why? What words would you use in telling how the audience looks?

5. Using What You Have Learned

To do by yourself

Think which of the two words in parentheses in this letter should be used at that place in the sentence.

Dear Jerry,

I am sorry that you have __1__ (broke, broken) your arm. I __2__ (did, done) the same thing one day when I __3__ (ran, run) to see a wreck. Before I knew it, I had __4__ (run, ran) into a post, just as you __5__ (did, done).

I __6__ (saw, seen) Ted today. He said he and his dad had __7__ (drove, driven) to your house and had __8__ (took, taken) you some books. Your mother had __9__ (went, gone) out. He __10__ (give, gave, given) the books to your sister. Did you get them?

Judy had a bad dream last Monday night. She had __11__ (eat, ate, eaten) too much sweet stuff and hadn't __12__ (drunk, drank) any milk for dinner. In her dream goblins __13__ (come, came) to get her. They __14__ (sang, sung) songs and __15__ (rang, rung) bells all night long.

Some of the other boys and girls have __16__ (wrote, written) to you today. Before long we hope to see that you have __17__ (come, came) back to school.

Sincerely yours,
Bud Parker

Writing a letter and an address

Copy Bud's letter. Use the right word for each blank. Write your address and the present date for the heading. Sign your own name.

Jerry's full name is Jerry Sawyer. He lives at 846 Harper Avenue, Ely, Nevada. Write the address that should be on the envelope. Use your address for the return address.

Correcting your papers

1. Check the body of the letter as your teacher reads aloud the words that should be used.
2. Check the heading of the letter as your teacher tells you where capital letters and commas should be used.
3. Use Bud's letter in checking your copy. Did you use capital letters and punctuation marks correctly in the greeting, in the body, and in the closing?
4. Check your return address. Did you use a capital letter to begin each part of your name, the name of your street, the name of your town, and that of your state? Where did you use a comma in the return address?

If you find any mistake in your letter, correct it. Then show your paper to your teacher.

More Practice

I

Copying and checking a letter

In the following letter use capital letters only at the beginning of words which should have them. Use your school address and the present date in the heading. Sign your own name.

THE NATIONAL ASSOCIATION OF BOOK
PUBLISHERS
347 FIFTH AVENUE
NEW YORK CITY, NEW YORK

DEAR SIRS:

OUR EUGENE FIELD POETRY CLUB IS PLANNING A PROGRAM OF CHRISTMAS STORIES AND POEMS FOR THE SCHOOL. IF YOU HAVE FREE MATERIAL THAT WILL HELP THE CLUB IN GIVING THE PROGRAM, PLEASE SEND ME SOME.

YOURS TRULY,

Did you use capital letters correctly in the heading, greeting, and closing of your letter? The business letters on page 34 will help you decide. Did you begin each sentence, each important word in the name of the club, and *Christmas* with a capital letter?

Using punctuation marks

As you copy the following letter, put in punctuation marks and apostrophes where they belong. Add the parts of the letter that are missing. Use your home address and the present date as a heading. Sign your name.

Dear Dorothy

The class enjoyed your letters from Santa Fe New Mexico Are there many Indians there now

Today Dick asked whether owls cats or panthers can see better when there isnt any light at all I said that owls could see better Margarets guess was that cats eyes were better than owls eyes Do you know who was right We were all wrong Owls and cats cant see at all when there isnt any light

Your classmate

In the parts of the letter that you copied did you use six periods, five commas, two question marks, three apostrophes in contractions, and three apostrophes in possessives?

Did you use commas correctly in the heading of the letter?

II

To read and do by yourself

Number a paper from 1 through 33. After each number write the word which should be used in the blank that has the same number.

Choose WROTE, WRITTEN; BROKE, BROKEN; DROVE, DRIVEN:

What a time we had trying to send Tom's puppy to him! Bill had ___1___ the address on the crate before we discovered that he had ___2___ the top when he had ___3___ the nails into it. We ___4___ the address on another top and ___5___ the nails in very carefully. This time we found that the puppy's water pan had ___6___ loose from the side of the crate. So we quit and I ___7___ Tom to come for his puppy.

Choose SANG, SUNG; RANG, RUNG; DRANK, DRUNK; ATE, EATEN; COME, CAME:

The first two days the shipwrecked sailors had ___8___ gay songs to keep up their courage. Each man had ___9___ a little food and had ___10___ a little water. On the third day they ___11___ their last crumb of bread and ___12___ their last swallow of water.

Night ___13___ on. A fog had ___14___ over the sea. Still they ___15___ gay songs. What was that sound? Had a bell ___16___ faintly? Yes, and now it ___17___ louder. Out of the fog ___18___ a boat. Help had ___19___. How glad the sailors were that they had ___20___ those songs!

Choose SAW, SEEN; DID, DONE; WENT, GONE; RAN, RUN; GAVE, GIVEN; TOOK, TAKEN:

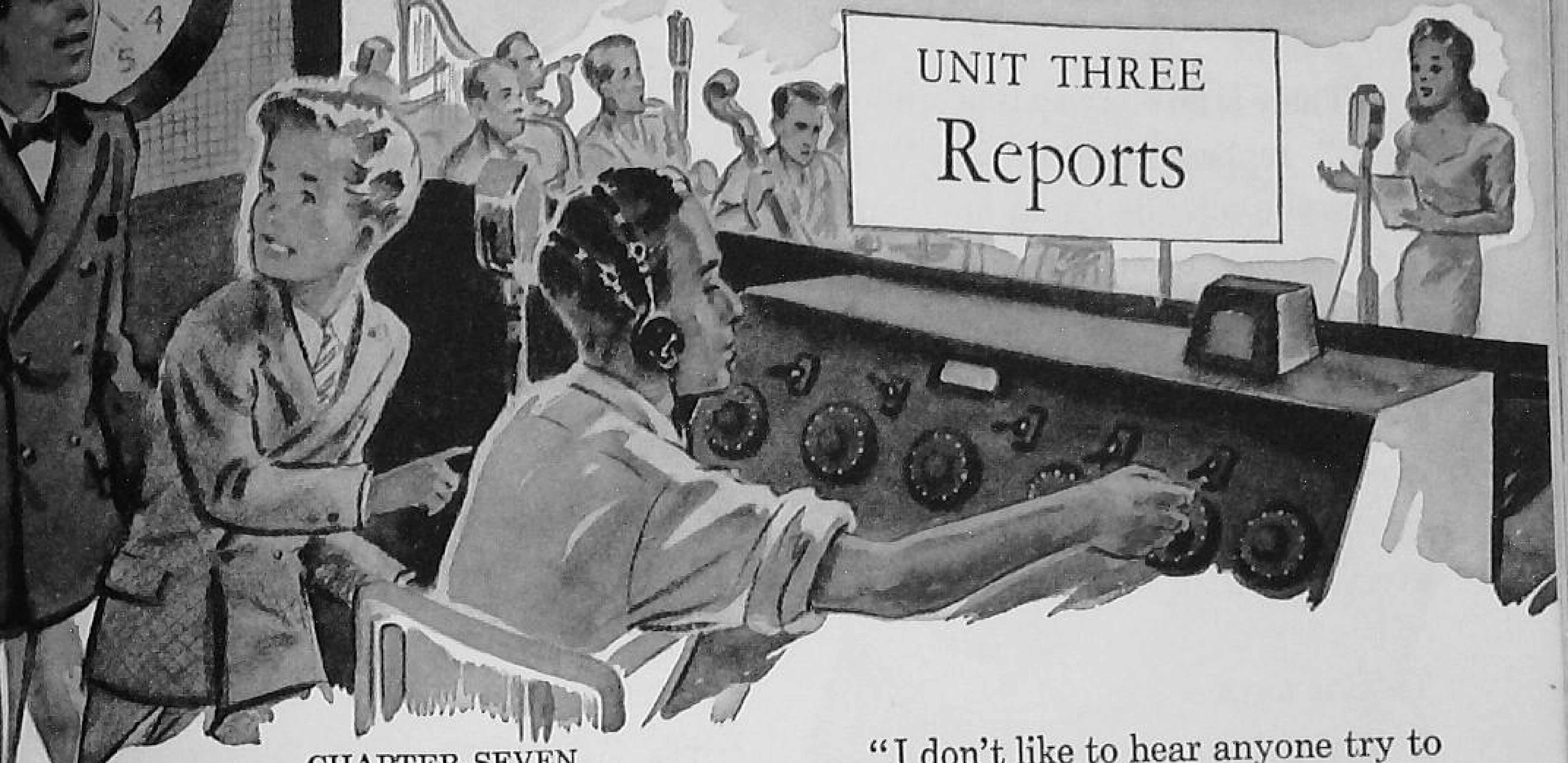
Thank you, Grandmother, for what you ___21___ for Jean and me on our birthday. You couldn't have ___22___ anything that we would have enjoyed more. We ___23___ the money that you ___24___ us and some that Father had ___25___ us and ___26___ by plane from Chicago to Atlanta. None of our friends has ever ___27___ such a long ride by airplane.

By noon we had ___28___ as far as Louisville. When we landed there, Jean and I ___29___ a race to stretch our legs. Soon the plane ___30___ off again.

Whenever the plane ___31___ between layers of clouds, we ___32___ clouds above and below us. They looked like those I've ___33___ in pictures of fairy castles.

Correct your test. Were you careful to use only these words with *have, had, has: written, broken, driven, sung, rung, drunk, eaten, come, seen, done, gone, run, given, taken*?

Make sure that you used these words without helping words: *wrote, broke, drove, sang, rang, drank, ate, came, saw, did, went, ran, gave, took.*



UNIT THREE
Reports

CHAPTER SEVEN

Making Reports

1. Choosing a Topic for a Report

To read to yourself

The boys and girls in Miss Ray's class were talking about choosing topics for reports.

"I'd like to give a report on cork," said Alice. "I'm reading a book that gives interesting information about cork."

"Must we choose topics that we have to read about before we can report on them?" asked Don.

"Oh, no!" replied Miss Ray. "You may give a report about something you have already read or heard, about something you have done or seen, or about something that has happened to you. Just remember to choose a topic which interests you and which will likely interest others."

"I don't like to hear anyone try to give a report on a topic that he knows very little about," said Ann. "I think a topic you choose should be one about which you know or can find a good many things to tell."

"That's an important point, Ann," said Miss Ray. "Can you think of another?"

"I can!" said Carl. "In assembly last week I gave a report on *Fishing.* That was too large a topic. Each of us was to use five minutes. It took me a half hour to tell what I knew about my topic. Some of the boys and girls didn't get a chance to give their reports. A topic should be small enough for a speaker to tell what he knows about it in his share of the time."

"I have a question," said Ruth. "If I need to get information about a topic, what is the best way to do it?"

"There is no one way that is always best," replied Miss Ray. "Sometimes you may find your information by reading books, magazines, and newspapers. At other times you may get it by talking with people, by listening to speakers, by using your eyes and ears wherever you go, or just by thinking about the topic. Use every way that you can."

Talking together

1. What three important points were the boys and girls told to remember about choosing a topic for a report?
2. In what different ways can you get information about a topic?
3. Which of the following topics would you choose as a suitable one for a report to your class? Why?
   (1) Speed Records
   (2) How Our Streets Are Cleaned
   (3) How Ice Cream Is Made
   (4) Products of Brazil
   (5) How Rubber Dolls Are Made
   (6) Training a Puppy
   (7) Making a Popgun

Making a Record

Near the top and center of a sheet of paper write this title: *Choosing a Topic for a Report.* Under the title write sentences that tell the three rules to remember about choosing a topic. Use one sentence for each rule.

The class should choose a paper that is neat and correct to place on the class bulletin board.

2. Telling Enough in a Report

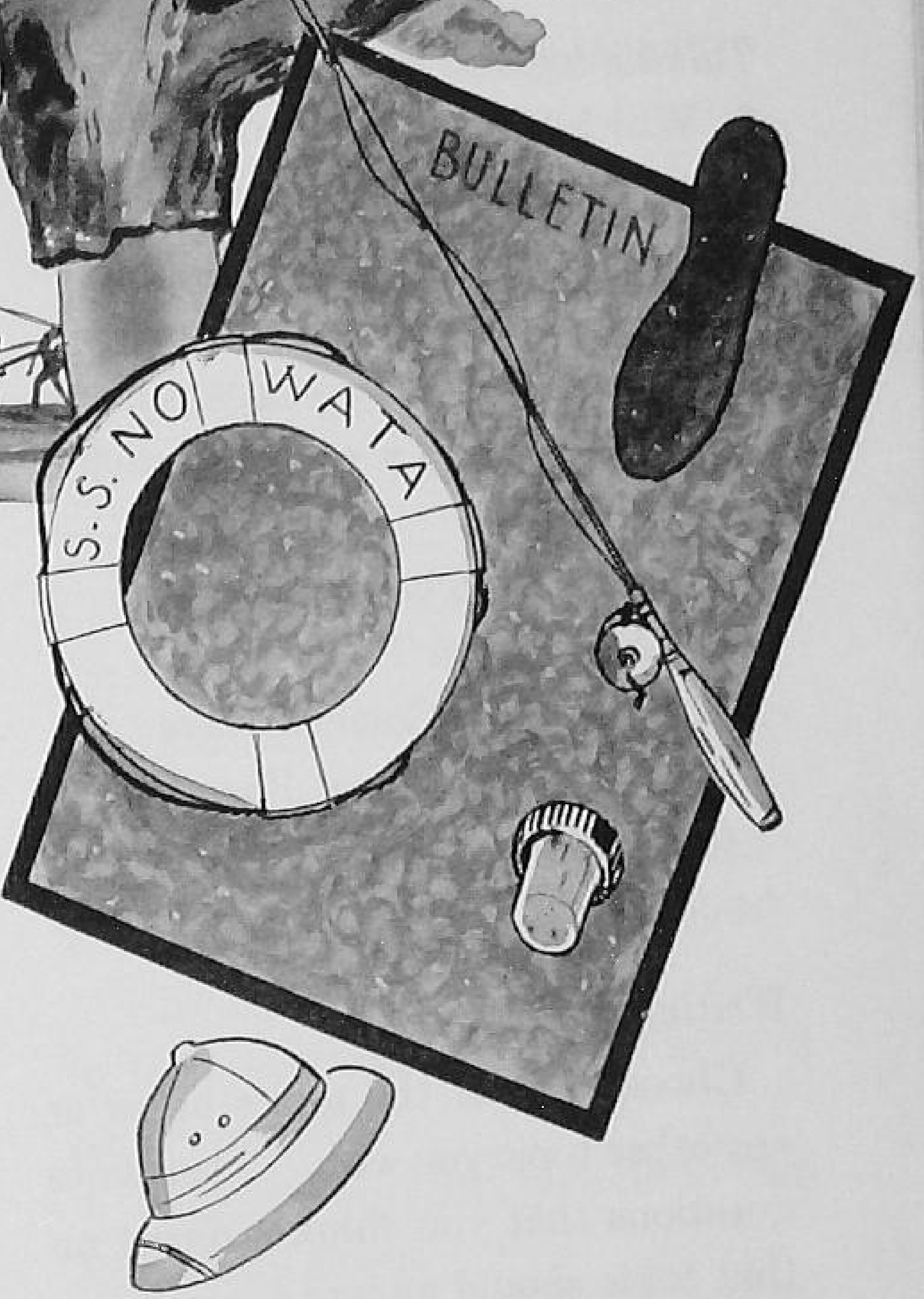
To read and think over

Alice gave her report about cork, and Don reported on visiting a sawmill. Which report is more interesting to you? Which gives more information about the topic?

CORK

Cork is found in Spain, France, Portugal, Tunis, and Algeria.

To get cork, the outer bark is stripped from a cork oak tree. As the workers remove the outer bark, they must be careful not to kill the tree by injuring the inner layer of bark. No bark is stripped from a tree until the tree is twenty years old. After the first stripping the tree is stripped about once every ten years.



Cork is used in making stoppers, soles of shoes, life savers, buoys, handles, bulletin boards, penholders, the centers of balls, and many other things.

A VISIT TO A SAWMILL

Last week I visited a sawmill. Only a few men worked there. Machines did the work. I watched them for an hour. I liked to see them work. There was a big pile of sawdust at the mill.

Think of questions which Don's report about the sawmill should have answered. These examples may help:

1. Where was the mill?
2. What kind of logs were brought to the mill?
3. Where did they come from?
4. What machines are used in the mill? What does each machine do?
5. What kinds of lumber are made?
6. What is done with the lumber?

To read and remember

If you do not tell enough about the topic of your report, these two things may happen:

1. The report will not interest the people who hear it.
2. The people who hear the report will not learn much about the topic.

To help you get enough information for a report that you are going to give, think of questions which your report should answer. The questions may be those which you can answer now and those for which you will try to find answers.

Talking together

1. Which of the two reports was the more interesting? Why?
2. What questions do you think Don's report should have answered?
3. What questions would you like to have answered in a report on each of these topics?
   (1) How Matches Are Made
   (2) A Vacation Trip
   (3) Schools in Colonial Days
   (4) Winners of Great Races
   (5) Animals Which Need Help

Writing questions

Choose one of the topics below or any other topic you wish. Then write questions that you think a report on that topic should answer.

1. How Sugar Cane Is Grown
2. Our Trade with Brazil
3. Yosemite National Park
4. How a Football Is Made
5. Playground Quarrels

Show your questions to two or three classmates. Find out whether they think a report on the topic you chose should answer your questions.

3. Keeping to the Topic

To read and think over

In a good report each sentence tells something about the topic of the report.

In the following report find the three sentences that do not tell anything about Death Valley:

DEATH VALLEY

Death Valley is a barren and parched strip of land in southern California near the state line of Nevada. It is 130 miles long and from ten to fifteen miles wide. I have taken a trip of 130 miles in a car. The valley is a deep cut between the Panamint Mountains on the west and the Grapevine and Funeral Mountains on the east.

The weather gets scorching hot in Death Valley. The temperature has reached one hundred and thirty degrees. In Michigan the thermometer doesn't often go above one hundred degrees. One winter the temperature in Michigan went to forty below zero. Even though the valley is very hot, more than five hundred different kinds of plants grow there.

Talking together

Help your class decide which sentences in Roy's report do not tell something about the topic. What should be done with those sentences?

Improving a report

Copy this report. Leave out the sentences that do not tell something of the topic of the report. Use capital letters and punctuation marks where you see them. Be sure to indent the first line of each paragraph.

USING CANDLES TO TELL TIME

Long ago in England, when people had no watches or clocks, candles were used to tell time. Of course, people had no automobiles then, either.

A candle that was used for telling time was divided into twelve parts. These parts were marked off by colors or by cuts in the tallow. The people learned how long it took for one of the parts to be burned. They knew that when three of the parts had been used up, an hour's time had gone. Sometimes the people told time by sun dials. Each candle burned for four hours.

Check your copy as your teacher tells which sentences should be left out. If you do not understand why a mistake that you made is a mistake, ask to have it explained.

4. Planning a Report of Your Own

Choosing a topic by yourself

Choose a topic for a report that you will give to the class in the next lesson. The questions that are given below will help you think of topics from which to make a choice.

1. How do Boy Scouts read signs in the woods?
2. What must Girl Scouts or Campfire Girls be able to do?
3. How did Indians send messages?
4. How did they care for their sick?
5. How do birds help people?
6. How can you attract birds to a neighborhood?
7. What can boys and girls do to help keep a city clean?
8. How does your city get its water supply?
9. What do you know about the fishing industry?
10. How is steel made?

Writing questions and answers

Think of questions which you think your report should answer.

Think out, or find, answers to your questions. Use the information in writing your report.

In writing your report, follow these directions:

> **1. Write your name in the upper right corner of the first page.**
> **2. Write the title of the report on a line by itself. Use a capital letter to begin the first word and each important word of the title. In a title such words as *from, by, with, to, in, and, on,* and *of* are not called important. Make the space to the right and the space to the left of the title about equal to each other. Leave a space above the title and between the title and the first line of the report.**
> **3. Begin the first word of each paragraph about a half-inch farther to the right than the beginning of the other lines in it.**
> **4. Begin all other lines even with one another. This means to keep an even *margin* on the left.**

Read through your report to make sure that each sentence says exactly what you mean. If it does not, try to improve it.

Practicing your report

Practice giving your report at home before the next lesson. You need not memorize it, but you should know it so well that you can give it without looking at your paper.

5. Using What You Have Learned

Giving reports

In giving your report, try to say exactly what you mean. Show the class any pictures or objects you have to help make your report clear. Speak so that you can be easily heard. Pronounce your words distinctly. Use a pleasant voice.

Listen while others give their reports so that you will hear the interesting things that are said. If someone says something you do not understand, wait until he has finished his report. Then ask him to explain.

Talking together

1. Did the boys and girls choose good topics? How do you know?
2. Did each one tell enough about his topic? If not enough was told about a topic, what else would you like to hear about it?
3. Did each one keep to his topic? If not, what should he have left out?
4. In what ways can the class do better in giving reports?

Using Books in Finding Information for a Report

1. Choosing the Right Books

To read and think over

In planning a report you sometimes choose a topic on which you have to get information from books.

In finding information on a topic, it would be a waste of time to look over each page in every book that you have. You can save time by first deciding which books probably tell facts about your topic or your question.

In your classroom, your school library, your public library, and your home, there are many books of these kinds:

1. histories
2. geographies
3. health books
4. science books
5. language books

Decide whether each of the following topics belongs to geography, science, history, language, or health:

1. The First Newspapers
2. How to Stop a Nosebleed
3. How to Write an Invitation
4. Life in a Desert Country
5. How Rain Helps Us
6. Poison Ivy
7. What a Paragraph Is

Information about a topic may often be found in books of more than one kind. For example, information about poison ivy might be found in books on health or in books on science.

The table of contents in a book will help you find out whether that book tells something about a given topic.

In what part of a book do you find the table of contents? What is given in it?

Turn to the table of contents in this book. Think of answers to these questions:

1. How many chapters are in the book?
2. On what page does the fifth chapter begin? The fifteenth? The twenty-eighth?
3. Are there chapters on poetry? On storytelling? On making speeches? If so, on what page does each begin?
4. In which chapters might you find help on writing letters? On using words correctly? On giving reports?

Talking together

Help your class decide in which kind or kinds of books to look for information on each of the seven topics at the left. Be sure that you understand why each kind is chosen.

Help your class answer the above four groups of questions about the table of contents in this book.

Testing yourself

In what kind or kinds of books would you look to find an answer to each of the following questions? Would you expect to find it in books on science, on geography, on health, on music, on communication, on art, or on travel?

1. How large are ocean liners?
2. How are violins made?
3. How did pioneers make soap?
4. How much sleep do you need?
5. How did Buffalo Bill get his name?
6. What birds fly the farthest?
7. Who invented the telephone?
8. What are the products of Chile?
9. How are designs made for rugs?
10. How have radios been improved?

Number a paper from 1 through 10. These numbers stand for the questions you just read.

After each number write the letter or letters to show in which of the books given below you would look for the answer to the question.

a. *The World's Messengers*
b. *The Travels of Birds*
c. *World Geography*
d. *The History of Music*
e. *Art Through the Ages*
f. *Travel by Air, Land and Sea*
g. *Early Times in the Great West*
h. *The Science of Everyday Life*

Turn your paper over and number it from 1 through 4. After each number write the answer to the question below that has the same number. Use the table of contents in this book to help you find the answers.

1. How many chapters on using words correctly are there in this book?
2. Where does the first chapter on storytelling begin?
3. Is there a chapter on book reports?
4. Is there a chapter on the radio?

Check your paper as your teacher reads the correct numbers and answers aloud. If you need more practice, do the work on page 79.

2. Learning to Use the Index

To read and think over

When you are looking in a book for information on a certain topic, you will save time by using the index of the book. The index is a list of all the important topics that are mentioned in the book. After each topic are the numbers of the different pages on which the book tells something about that topic.

The main topics in an index are placed in alphabetical order; that is, in the order of the *abc's*. Topics that begin with *a* come first in the list. Topics that begin with *b* come next, those with *c* next, and so on. Topics that begin with *w* or *y* come near the end of the index.

When topics begin with the same

letter and do not have the same second letter, they are placed in alphabetical order by the second letter. Thus, the topic *gas* is placed before *grapes* and *leopards* is placed before *lions*.

When topics have the same first two letters and do not have the same third letter, the topics are placed in alphabetical order by the third letter. *Corn* comes after *coal* and *beef* after *bears*.

Often you will need to think of the third or fourth or fifth letter in a word to find it quickly in a list of topics in the index.

1. Why are the main topics in an index arranged alphabetically?

2. Where in an index would you look to find each of the following topics? Would you look near the beginning, in the middle, or at the end?

coal	iron
oil	soap
weaving	pottery
matches	kaolin

3. In what order should these topics be placed in an index?

bears	beavers
masses	fossils
forests	mosquitoes
monkeys	moon

Often an index shows that the book tells several things about a topic. For example, find the topic *airplane* in the part of an index given here. It is from a book called *Travel by Air, Land and Sea.*

Airplane, how controlled in the air, 15; how supported in the air, 25; uses for, 63–72
Blazed trails, 201
Brooklyn Bridge, 246
Climate, effect on beasts of burden, 312, 324; effect on speed of transportation, 336; *See also* Cold lands, Dry lands, Hot lands, Mountainous lands, and Wet lands
Holland, bicycles in, 214, canals of, 384; dogs, 354; how women carry loads, 314
Panama Canal, locks in, 369–371
Steamships, ocean, 356–358, 390–404; tramp steamers, 357, 408–410
Traffic rules, in cities, 228
Traffic signals, in cities, 229
Wright brothers, their part in teaching men to fly, 28

Notice after the word *airplane* the three groups of words; *how controlled in the air, 15; how supported in the air, 25;* and *uses for, 63–72.* These three groups of words are called **sub-topics.** They show that the book tells at least three different things about airplanes.

The number (or numbers) that follow each sub-topic show on what page (or pages) of the book the information is given. Notice that the two numbers following *uses for* are separated by a dash, *63–72.* This dash means that information on the topic will be found not only on pages 63 and 72, but on all pages between those two.

4. How many sub-topics are given for the topic *climate*?

5. What different things does *Travel by Air, Land and Sea* tell about Holland?

6. On what pages does *Travel by Air, Land and Sea* tell about steamships?
7. Between what two pages does it tell most about that topic?

Sometimes after a main topic in an index you will find the words *See also,* followed by other topics. This is called a **cross reference.** By looking up the topics that follow the words *See also,* you can get more information about the main topic.

8. Under what topics in the index of *Travel by Air, Land and Sea* can you find more about *climate*?

Talking together

Help your class decide what the best answer is for each of the eight questions that you have been asked to think over. Be sure that you understand why each answer chosen is correct.

Finding and writing answers

Use the index of this book to find answers to the following questions. In each question choose the word or words in italics as the topic to look for in the index.

1. On what page is the poem *A Tragic Story*?
2. On how many pages does the book tell something about using the telephone?
3. On what pages does the book tell about *records*?
4. On what pages can something be found about *sang* and *sung*?
5. On what pages would you look for information about *wrote* and *written*?
6. How many sub-topics are given about *reports*?
7. How many sub-topics are given about *storytelling*?

Number a paper from 1 through 7. After each number write the answer to the question that has the same number.

How many bushels of apples are grown each year in Oregon?

Checking your paper

Check your paper as your teacher reads the correct answers aloud. If you made a mistake, be sure to find out why it is a mistake.

3. Key Words and Sub-Topics

To read and think over

If you wish to use the index of a book in finding the answer to a question, you must decide what topic to look for. In many questions there is usually one word that shows or suggests the topic to use. Such a word is called a **key word.**

Which word would you choose as the key word in each of these questions:

1. How is gasoline made?
2. Where is corn grown?
3. How does a cricket make noise?
4. What fish gives an electric shock?
5. What is the population of Brazil?

For some questions you may need to use more than one key word. For example, take the question, "How much cotton is raised in Texas?" If you use only the word *Texas* as the key word, you may not find all the help that the book gives in answering the question. You may need to use the word *cotton* as a key word also in order to find where the book gives more help.

In each of the questions 6–9 one word is printed in italics. What other word in each question would you use as a key word?

6. How much wheat is grown in *Minnesota*?
7. What is the average value of the yearly corn crop in *Iowa*?
8. Why was Miles *Standish* considered a leader of the Pilgrims?
9. When are *salmon* found in the Columbia River?

Sometimes you may fail to find the answer that a book gives to a question because you do not choose the right

sub-topic in the index. For finding an answer to each of questions 10–15, choose a sub-topic from the part of the index given here.

Dirigible balloons, defined, 82; early experiments with, 83; modern, 85, 88; how managed in the air, 91; how brought to earth, 92–94; advantages of, 96; uses for, 96

10. What is a dirigible balloon?
11. Is a dirigible safer for travel than an airplane?
12. Who invented the dirigible?
13. How is a dirigible guided?
14. For what are dirigibles used?
15. Are dirigibles landed in the same way as an airplane?

Talking together

1. What word is the best key word in each of the first five questions in the second column on page 67?
2. What other word in each of questions 6–9 would be a good key word?
3. Which sub-topic in the part of an index on this page should be used in finding an answer to each of questions 10 through 15?
4. Why must you choose key words and sub-topics carefully?

Writing answers

Use the index of this book to find answers to these questions.

1. Where can standards, or rules, for storytelling be found?
2. Where are there exercises on separating sentences?
3. Where does the book tell when a period should be used?
4. Where can you find out how to use the word *began*?

Write your answers on a sheet of paper. Number them.

Check your paper as your teacher tells what the correct answers are.

For further practice turn to column one, page 80.

4. Using Words Correctly

To read and think over

Think which word of those given belongs in each blank:

LIFE IN NOWHERE

One night after I had _1_ (eat, ate, eaten) and had _2_ (drank, drunk) too much, I dreamed that I _3_ (took, taken) a trip to Nowhere.

In Nowhere the grown-ups _4_ (did, done) only what the boys and girls had _5_ (give, gave, given) them a chance to do. After the grown-ups had _6_ (went, gone) to school each day and had _7_ (wrote, written) arithmetic papers, they _8_ (sang, sung) nursery rhymes.

If ever a grown-up _9_ (come, came) to school after the last bell had _10_ (rang, rung), if he _11_ (broke, broken) a window in the building, or if he _12_ (run, ran) in the halls, he was _13_ (took, taken) to the principal, who

was the smallest girl of all. She <u>14</u> (did, done) whatever had to be <u>15</u> (did, done) about the matter.

I had fun when I <u>16</u> (saw, seen) the mistakes that a grown-up had <u>17</u> (wrote, written) in arithmetic, and when I heard the songs that the grown-ups had <u>18</u> (sung, sang). I laughed when a grown-up <u>19</u> (run, ran) to get to school before the last bell had <u>20</u> (rang, rung). Once when I <u>21</u> (saw, seen) that a man had <u>22</u> (broke, broken) a window, I hoped that the principal had <u>23</u> (give, gave, given) him the scolding that I would have <u>24</u> (give, gave, given) him.

While I was in Nowhere, the boys and girls <u>25</u> (eat, ate, eaten) all the candy and <u>26</u> (drank, drunk) all the soda pop. Boys and girls even <u>27</u> (drove, driven) cars.

Suddenly my dream <u>28</u> (come, came) to an end. Nowhere had <u>29</u> (went, gone) away. With a great bump I had <u>30</u> (drove, driven) my car off my bed!

Testing yourself

Write a column of numbers from 1 through 30 down the left side of a sheet of paper. After each number write the correct word for the blank that has the same number.

Check your paper as your teacher reads the correct words aloud. If you made a mistake that you do not understand, ask to have it explained.

5. Using What You Have Learned

Finding an answer

Use the index of this book to help you find the answer that the book gives to this question: *What rules for conversation should boys and girls follow?*

Talking together

With the others in your class, decide how many and what rules for conversation the book gives.

Writing a report

Think about each rule for conversation that the class found in the book. Then think how you can give each rule in a sentence.

On a sheet of paper write a report that gives the rules for conversation. Use one sentence for each rule. Your report may begin like this:

RULES FOR CONVERSATION

Boys and girls should take part in a conversation by telling things and by asking questions. They should . . .

Correcting your report

Use these questions to help you find out whether you made a mistake in your report:

1. Where did you use capital letters and punctuation marks?
2. Is each group of words that has the form of a sentence really a sentence? Does it tell or ask something?

3. Did you keep your sentences apart?

4. Does each sentence in your report tell or ask something about the topic?

Correct any mistakes that you find. Copy the report if you need to.

The class should choose boys and girls to select a report that is neat and correct to put on the classroom bulletin board.

CHAPTER NINE

Using the Dictionary to Improve Reports

1. How the Dictionary Helps

To read and think over

When Jill's Aunt Elsie returned from Australia, she brought pictures and booklets about a most interesting little animal — the koala!

(In pronouncing koala, make *ko* rhyme with the word *no*. Sound the first *a* like *a* in *ah* and sound this part of the word louder than any other part of it.)

In one of the booklets Jill found the two paragraphs below. She did not know the meaning of any one of the eight words printed in italics. Do you?

AUSTRALIA'S TEDDY BEAR

A koala looks just like a teddy bear that has come to life. It is a *fascinating* bundle of gray fur about the size of a large *domestic* cat.

A koala has a little black nose, round furry ears, and keen brown eyes that look like shiny shoebuttons. It is the most *docile* of all *fauna*. When it is teased it usually cries like a baby, and real tears roll down its *absurd* little nose. It eats only the leaves of a certain kind of *eucalyptus*. Any change in its *diet* will kill it. That is why it can live only in Australia and why no zoo in any other part of the world can *retain* it.

Jill used her dictionary to find the meaning of each of the eight words. Then she copied the two paragraphs to use as part of a report to her class. When she wrote the paragraphs, she used one or more words in the place of each of the eight words she had not known.

Here are the two paragraphs that Jill wrote. The changes that she made are printed in italics.

AUSTRALIA'S TEDDY BEAR

A koala looks just like a teddy bear that has come to life. It is an *attractive* bundle of gray fur about the size of a large *house* cat.

A koala has a little black nose, round furry ears, and keen brown eyes that look like shiny shoebuttons. It is the most *easily managed* of all *animals*. When it is teased it usually cries like a baby and real tears roll down its *silly* little nose. It eats only the leaves of a certain kind of *tree*. Any change in its *food* will kill it. That is why it can live only in Australia and why no zoo in any other part of the world can *keep* it.

When Jill gave her report to the class, she used the changes she had made in the paragraph. Was that a good thing to do?

Talking together

1. Why did Jill use the dictionary? Why was that a good thing to do?
2. In using books to find information when will you need to use a dictionary?
3. Do the changes that Jill made in the paragraphs make it easier for you to understand the paragraphs? Why?
4. When Jill read the paragraphs to the class, should she have used the changes she had made. Why?

5. When may you need to change a word in a sentence that you want to use in a report?
6. Where can you find one or more words to use in the place of one that may not be understood?
7. What does a dictionary tell you about a word besides its meaning?

Writing and correcting sentences

Think of ways in which a dictionary helps, or can help, you. Then, near the top and center of a sheet of paper, write this title: *How a Dictionary Helps Me.* Under the title write a paragraph about the topic.

Check the sentences in your paragraph.
1. Where did you use capital letters? Did you put a period at the end of each sentence?
2. Is each group of words that looks like a sentence really a sentence? Did you keep your sentences apart?
3. Does each sentence tell something about the topic?

Correct any mistake you find in your paragraph. Then show your paper to your teacher.

2. Learning about the Dictionary

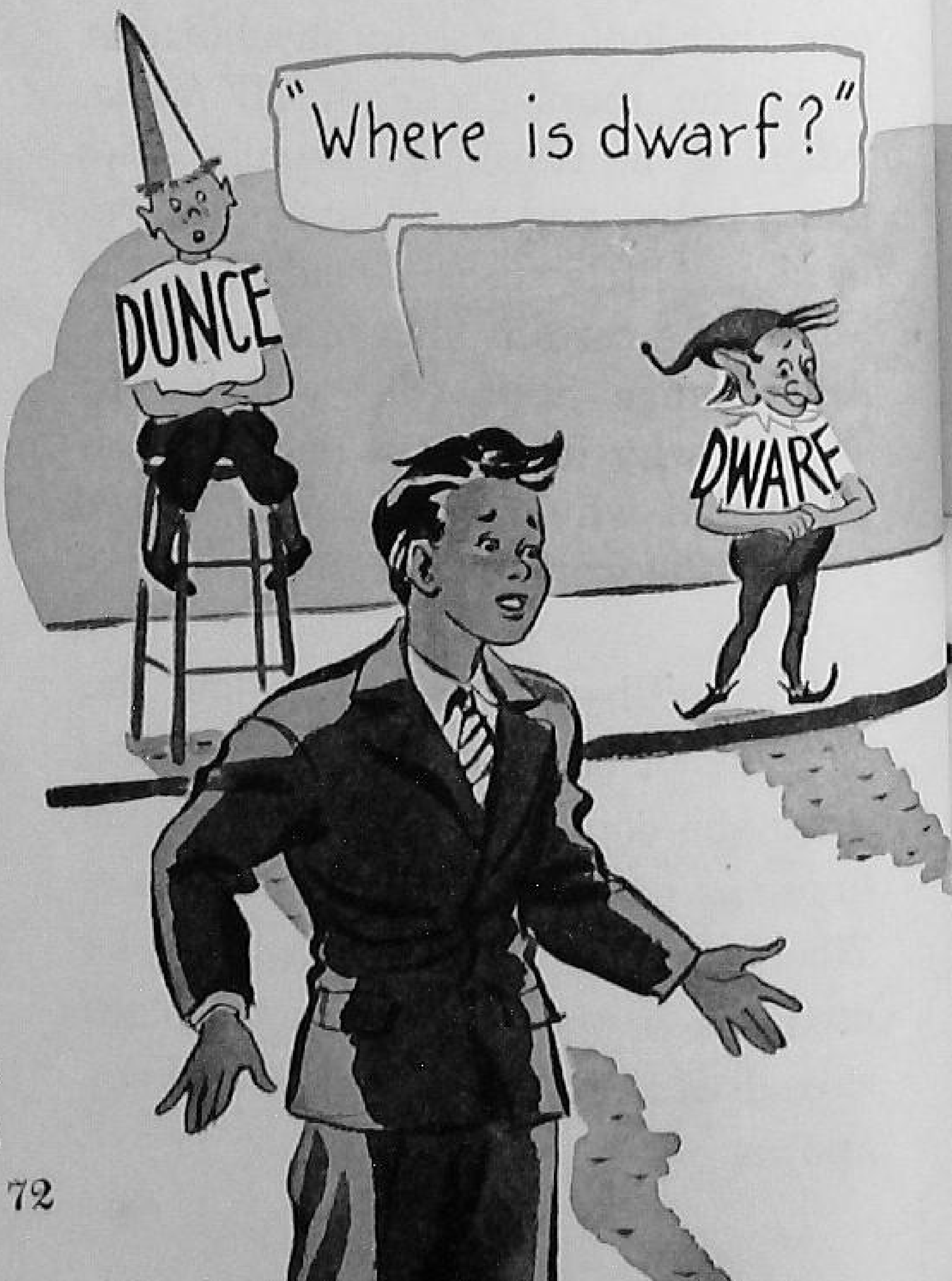
To read and think over

The words listed in a dictionary are arranged in alphabetical order, just as they are in the index of a book. All the words that begin with *a* come first. These are followed by the words that begin with *b*. Then those that begin with *c* come next, and so on.

In what order would these words be listed in a dictionary?

1. pepper	2. hollow
3. drip	4. settle
5. towel	6. merry
7. band	8. erase

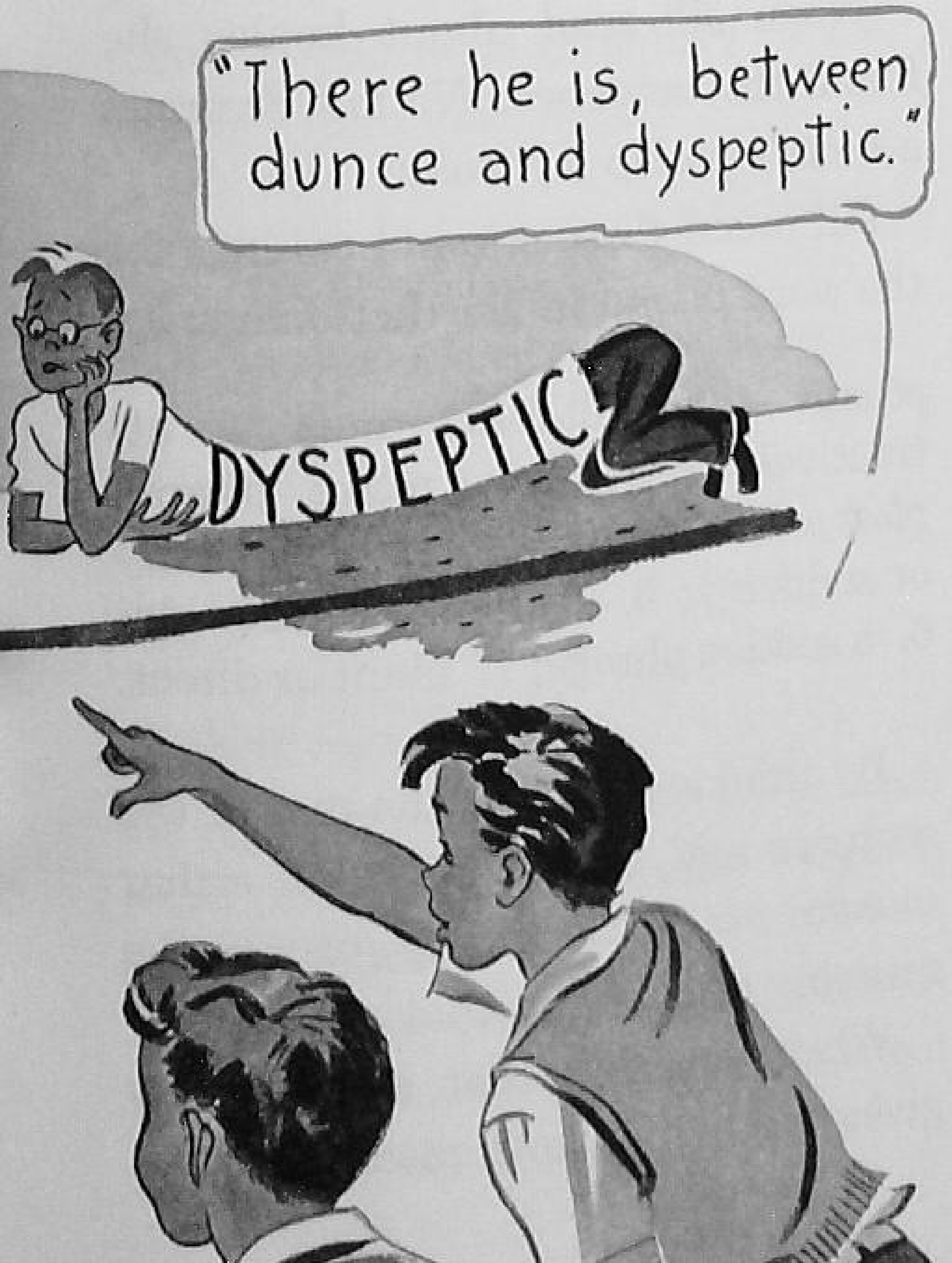
Which of the eight words would come near the beginning of the dictionary? Which near the middle? Which near the end?



When words that begin with the same letter are arranged alphabetically in a list, the second letter, or sometimes the third or fourth letter, must be used to find where a word should be placed. For example: the words *bank*, *bench*, *burn* are arranged according to the second letters of the words, *a*, *e*, *u*. The words *star*, *stir*, *store* have to be arranged according to the third letters, *a*, *i*, *o*.

Think in what order these words would be listed in the dictionary:

1. grasp	2. gold
3. goose	4. glide
5. game	6. golf
7. gentle	8. give



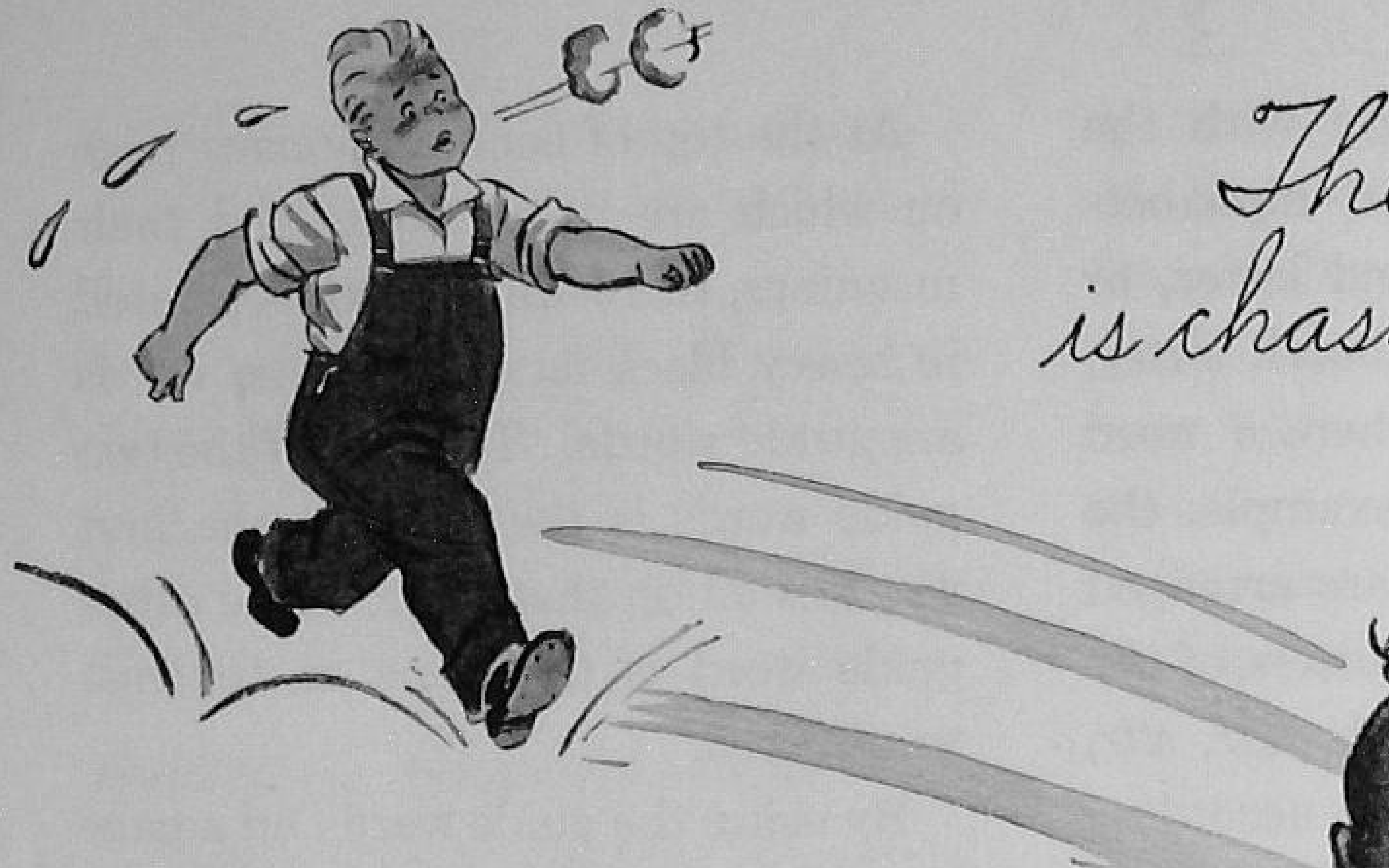
At the top of each dictionary page on which are listed words and their meanings, there are two words printed in heavy black letters. These words are **guide words.** The first of the two guide words is the same as the first word listed on that page. The other guide word is the same as the last word listed.

By using the guide words on a page you can tell whether a certain word may be listed on that page. For example, if you are looking at a page on which the guide words are *clothe* and *coach*, you know that the word *cloud* may be on that page because *cloud* comes between the words *clothe* and *coach* in an alphabetical list. Would you look before or after that page to find each of these words: *cork*, *camp*, *crank*?

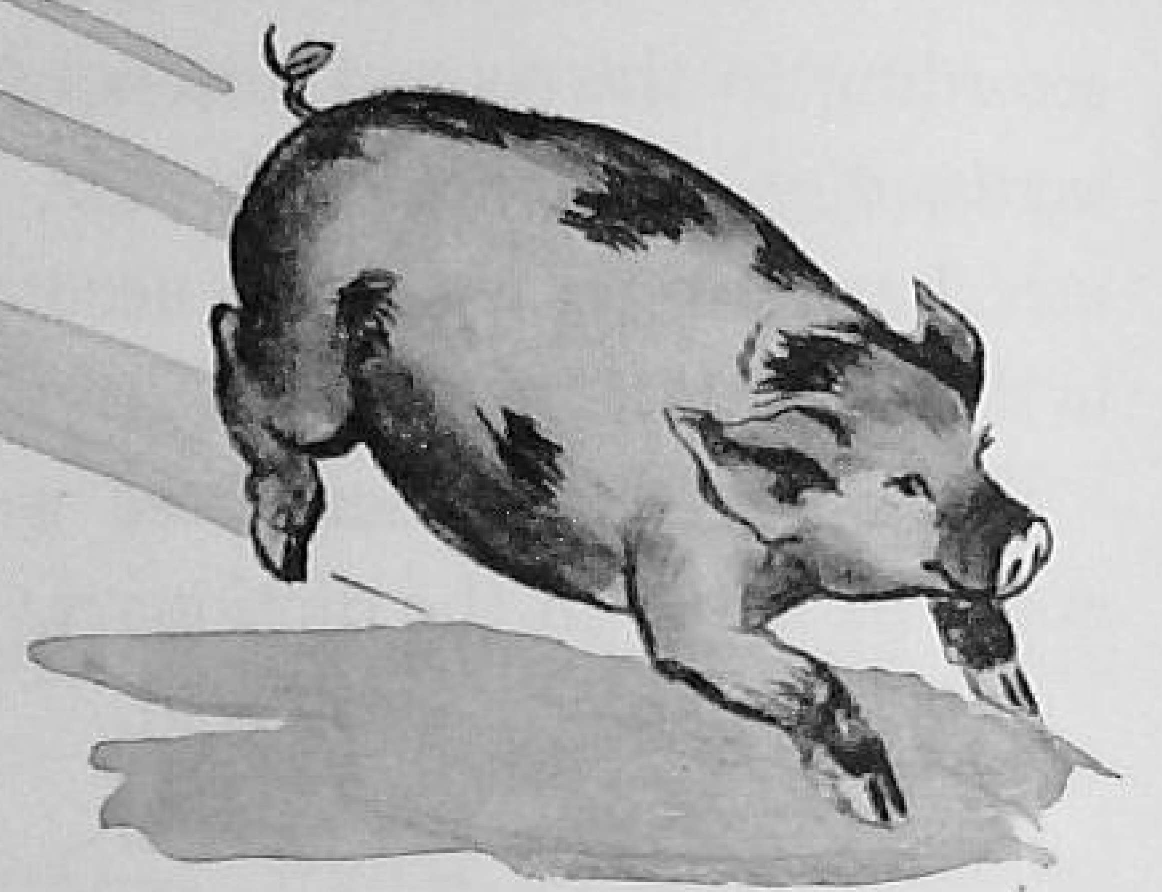
Talking together

1. In what order would the words in each of the lists on pages 72 and 73 be found in a dictionary?
2. If two words begin with the same letter, how can you tell which one comes first in an alphabetical list?
3. Which of the following words would you find on a page on which the guide words are *chest* and *chimney*?

champion	chime	climate	chives
curly	chase	chicken	chew



The plump boy is chasing the pig.



Testing yourself

On a sheet of paper write these words in alphabetical order:

1. soldier	2. monkey
3. dentist	4. heard
5. paper	6. money
7. dents	8. color
9. collar	10. penny

Which of the following words would you expect to find on a page where the guide words are *ground* and *grumble*? Make a list of them.

1. growth	2. grudge
3. gentleman	4. gruel
5. guide	6. groan
7. growl	8. grub
9. gun	10. guard
11. group	12. grumpy

Check your paper as your teacher reads aloud the ten words in alphabetical order and tells you which of the twelve words you should have copied. If you made any mistakes, correct them. Then do the work in exercise II, page 80.

3. Finding a Meaning That Fits

To read and do by yourself

When Jill read about koalas she found this sentence: *No tail decorates a koala's plump soft body.*

Jill found these seven meanings for the word *plump* in her dictionary:

plump — 1. well-filled out; 2. attractively fat; 3. to make plump.
plump — 4. to fall or strike heavily or suddenly; 5. to happen suddenly; 6. a sudden plunge; 7. blunt or direct.

By thinking of what the rest of the sentence said, Jill decided that either *rounded out* or *attractively fat* was the meaning of *plump* in that sentence.

When you find that a dictionary gives more than one meaning for a

word, you will need to choose a meaning that fits well in the sentence in which you found the word or in which you wish to use it.

Find in the dictionary a meaning that fits well for each word printed in italics in the following two paragraphs. A meaning you need may be given in one word or it may be given in more than one word.

A koala has no *vermin* in his soft fur. He is *immaculate*.

A mother koala carries her *offspring* pick-a-back as she moves. When she sits, her baby *reclines* in her lap. In *inclement* weather she hugs the baby in her arms.

Talking together

1. What meaning fits well for each word printed in italics in the two paragraphs above?
2. Why must you be careful in choosing a meaning for a word? How can you tell which meaning fits well?

To do by yourself

First, see whether you can figure out the meaning of each of the words printed in italics in the following paragraph. If you cannot, look up each word in a dictionary. Find a meaning for each that fits well in the paragraph.

The koala's *habitat* is the treetops. Each morning he rolls up on a limb for a *siesta*. The strongest wind cannot *dislodge* him.

Write the three words printed in italics. After each word write one or more words that will give a suitable meaning for it.

Reading aloud

If you are called on, read your list of words aloud. The class may decide what word or words might be used instead of each word in italics.

4. More Exact Words

To read and think over

Read the following story. For each word printed in italics choose a word from the group that has the same number. Choose a word that will make the meaning of the sentence more exact, but that will not change the meaning of the story in other ways. Use the picture to help you.

There was a (1) *funny* twinkle in Mr. Bond's eyes as he sat down on one (2) *part* of Jerry's bed. Jerry waited, eager to (3) *get* what his dad would say.

"It's a frosty October night," Mr. Bond began slowly. "Tomorrow morning the (4) *place* under the walnut trees will be covered with green and brown balls. Every squirrel or breeze that shakes the branches of the hickory trees will make the nuts and hulls (5) *come* down like hailstones. Bushels of nuts will be waiting to be picked up and (6) *got* into (7) *containers*. Squirrels will be scolding and scampering around (8) *getting* nuts to (9) *have* for the winter. It might be fun to be there.

"If you think so, too, I'll (10) *get* the car, your mother will (11) *fix* the lunch, and you may invite two friends to go with us. Now, will you be ready to start early in the morning?"

"Will I!" (12) *said* Jerry. "Oh, gee, Dad! Good night!"

1. sad	2. end	3. take
hopeless	margin	hear
merry	rim	listen
nervous	peak	greet
angry	side	use
4. field	5. slip	6. dropped
soil	rattle	pushed
ground	pour	rolled
floor	settle	dragged
7. holes	8. eating	9. sow
pits	hiding	scatter
baskets	destroying	plant
things	pulling	soak
holders	gathering	store
10. restore	11. secure	12. replied
collect	fasten	exclaimed
gather	repair	stated
provide	prepare	declared

Writing the words you chose

Write the words you selected. Number them to show where each word belongs in the story.

Talking together

If you are asked to do so, read aloud the list of words that you selected. Help the class decide which words should be used in the story.

Lambert

WE'LL GO TOMORROW!

To read and think about

How does Jerry seem to feel about what his father is saying? Will Jerry be ready to go nutting in the morning? What nuts could you find in woods that are near you? At what time of year do nuts ripen?

5. Using What You Have Learned

To read and think about

In place of each word printed in italics in the following paragraph, think of or find one or more common words to use. Keep the meaning of the paragraph the same. Use your dictionary if you need to.

MISNAMED

A piece of lead when drawn across paper leaves a dark-gray mark. The ancient Egyptians *discovered* that lead would mark on papyrus and they used it for such purpose many *centuries* ago. The Romans also knew of this *peculiarity* of lead. They made rods of lead which they used for marking and writing. Then a *substance* that made a black mark was found. It was called black lead. This substance was really *graphite.* For a long time it has been used for the "leads" in so-called lead pencils, which *contain* no lead whatever. It is interesting, too, that rubber was *originally* so called because it was used at first to erase pencil marks.

Talking together

Help your class choose common words that are suitable to use in place of the words printed in italics.

To read and do by yourself

When Jack was preparing a report, he found the following article in a book. He did not know the meaning of any of the six words printed in italics. Do you?

THE SPREAD OF DIPHTHERIA

Diphtheria is a disease that is spread when people with the *infection* cough the germ into the air where it is *inhaled* by healthy people. The disease is also *disseminated* when healthy people handle toys, books, drinking cups, and other articles on which the germ has *lodged. Quarantining* people who have diphtheria helps to prevent its *diffusion.*

Use your dictionary to find more common words to use in place of the words in italics. Try to find words which you think the class know and which do not change the meaning of the article.

Copy the article. For each word in italics, put in the word or words you found to explain it.

Reading aloud

If you are asked to do so, read your report aloud. The class should decide which word or words should be used in the place of each word in italics.

More Practice

I

Choosing the right book

Read each of the following questions. Then decide which book in the Book List below might give you an answer to the question.

1. Who made the first airplane that would really fly?
2. How does an electric bell work?
3. How are prunes grown and made ready for market?
4. How do the Dutch make wooden shoes?
5. What is the largest animal that ever lived?
6. How do birds find their way when flying long distances?

BOOK LIST

1. *How We Get Our Food*
2. *Holland Stories*
3. *Traveling with the Birds*
4. *A Child's Story of the Animal World*
5. *A First Electrical Book for Boys*
6. *The Wonder Book of the Air*
7. *The Book of Electricity*
8. *What the World Eats*

Number a sheet of paper from 1 through 6. After each number write the title of the book or books in which you think you might find the answer to the question that has the same number.

Checking your work

Get someone to check your paper while you check his. Ask your teacher for help with any choice about which you are in doubt.

Using a table of contents

Number a paper from 1 through 4 for answering the following questions. Use the table of contents in this book in finding the answers. Write each answer in a sentence.

1. How many units on letter writing are in this book?
2. Is there a unit on writing for the school newspaper?
3. On what page does the first unit on making reports begin?
4. Are there two or three units on storytelling?

Check your answers carefully by using again the table of contents of this book. Ask for help if you need it.

Using an index

Number a paper as the questions below are numbered. Beside each number write the key word or words that you would use in looking for information about that question. Then look up the key words in the index of this book. After each key word or words write the page numbers that show where information about the question may be found.

1. How should you use *sit* and *set*?
2. What is the poem *A Tragic Story* about?
3. What should you say when you introduce a boy or a girl to a grown person?
4. Where is there an example of a book report?
5. How should an invitation be written?
6. Where are there exercises in using apostrophes in possessives?
7. What is the abbreviation for doctor?
8. Where can rules for making a report be found?

Now find in this book the pages for which you wrote the numbers on your paper. Does each page have on it some information about the question that you expected it to help answer? If so, your paper is correct. If not, ask your teacher to help you correct your mistake.

II

Using guide words

Copy on a sheet of paper all the words from the list below that you would expect to find on the page of a dictionary that has the guide words *Clothe, Coach.*

1. cloudy	7. cricket	13. clumsy
2. clown	8. clue	14. coffee
3. coast	9. cobweb	15. coachman
4. coarse	10. coal	16. clover
5. city	11. curve	17. chase
6. cornet	12. caste	18. claim

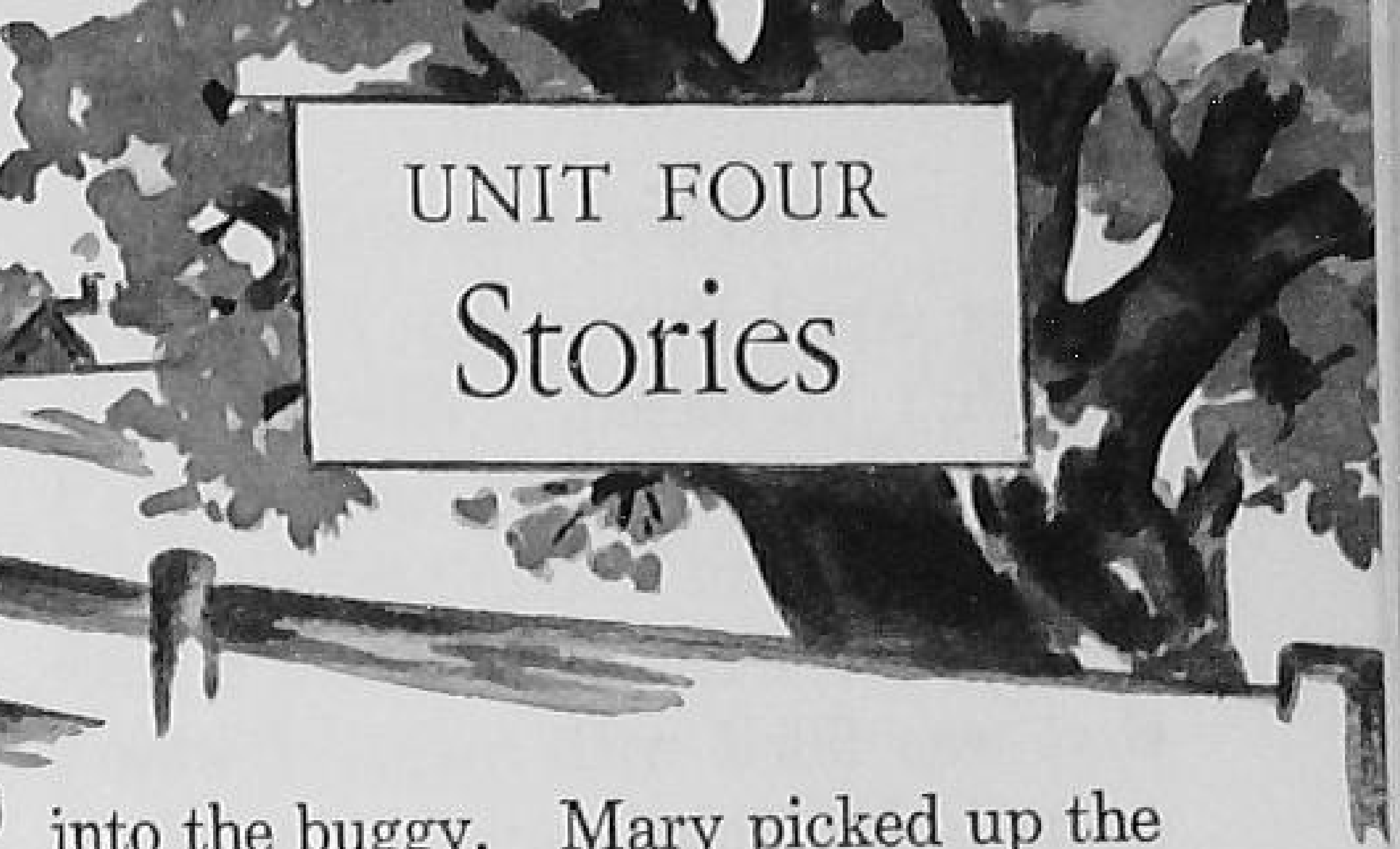
Correct your paper. If you wrote on it only the words that are numbered 1, 2, 8, 13, and 16, your paper is correct.

Arranging words alphabetically

Arrange these words in alphabetical order:

1. zebra	5. wolf	9. lemur
2. buffalo	6. fox	10. llama
3. beaver	7. lion	11. porcupine
4. bear	8. lynx	12. opossum

Check your work by reading over your list carefully to see that each word is in its right place. Did you begin your list with *bear* and end it with *zebra*? Did you write the words that begin with *l* in this order: *lemur, lion, llama, lynx*?



UNIT FOUR

Stories

CHAPTER TEN

Telling Stories

1. Stories and Storytellers

To read and think over

A story is much like a report, but it differs from a report in one way. A story has a surprise, something exciting, or something funny in it. A report does not need to have a surprise, something exciting, or something funny in it.

In Miss Ray's class, Jean gave the following account of something that happened to her mother. Is it a story? Why or why not?

STOPPING A RACE HORSE

One day when Mother was a little girl, her Uncle Ben left his horse and buggy standing in front of her house. Mother and her friend Mary climbed into the buggy. Mary picked up the lines and cried, "Get up!"

The horse started off at full speed. Mary yelled, "Whoa!" and pulled hard on the lines. But the harder she pulled, the faster the horse ran. Both girls screamed and called for help. "Drop the lines!" a man shouted. When Mary did that, the horse stopped.

The man explained that the horse was a race horse. It had been trained to run fast when the lines were held tightly and to stop when they were held loosely.

Here is what Bill told. Is it a story?

SOME USES OF CORN

The corn plant serves many good purposes. The grain is used as food for people and animals. It is also used in making syrup, starch, and oil.

The stalk, leaves, and husks are used as food for animals. Varnish is made from the stalks. The husks are used in making mattresses. Some pipes are made out of the cobs of one kind of corn.

Tubby told the following story. Is there a surprise in it?

WHO GOT FOOLED?

Last April Fool's Day I decided I wouldn't be fooled. When Ann offered me a piece of her candy, I thanked her but I didn't take it. The year before I had tried to eat a piece that was filled with soap. I wasn't going to be fooled again!

Just then I saw Mary coming. I told Ann it would be fun to see how Mary liked the taste of soap. When Mary came up, Ann held out the box of candy toward her. Mary took a piece and ate it quickly.

"That's good," she said. "May I have some more?"

"I thought it was soap," I said sheepishly.

"April fool!" Ann laughed at me.

Talking together

1. Why was what Jean told a story?
2. Was what Bill told a story or was it a report? Why?
3. When a story has a surprise in it, the surprise should come near the end of the story or it should be the ending itself. Where is the surprise in Tubby's story?
4. Does a story that you tell have to be one that you make up about something that never happened? What can it be? Where did Jean and Tubby get the stories they told?

Making a record

Think of things you like to have a person do when he tells a story to you. Then think of answers to these questions:

1. Why should a storyteller know his story well?
2. How loud should he speak?
3. Why should he tell only what is needed in the story?
4. Why should he tell things in the order in which they happened?
5. In what part of the story should the surprise or the most exciting part be given?

Now help your class give a list of things that must be done in telling a story well. When you think of something that has not already been told, put it into a good sentence for your teacher to write on the board.

Write this title near the top and center of a sheet of paper: *How to Tell a Story Well.* Under the title copy the sentences that your teacher wrote on the blackboard. Number each sentence. Use capital letters and punctuation marks where you see them.

The class should choose a copy that is neat and correct for the bulletin board.

2. Telling Enough in a Story

To read and do by yourself

When Ted told this story, he did not tell enough of what happened.

For that reason his story was not as interesting as it could have been.

WHO WAS SURPRISED?

When I was about five years old, I used to have fun with Mother. I would ring the doorbell and then run off the porch before she could get to the door. Of course she soon caught on to my trick. Then, whenever I tried it again, she would call, "Come in, dear. I know you," or she would try to scare me.

One day when I was outside, a strange man rang the bell. You should have seen Mother when she found out that she had tried to scare a stranger!

When Ted finished telling the story, the boys and girls asked questions like these:

1. What did your mother do when the man rang the bell?
2. How did she try to scare you?
3. How did she feel when she found the man at the door?

Use the pictures on page 84 to help you find what things Ted left out of the story.

Now think how you would have told the story if you had been Ted. You may want to use Ted's first paragraph and the first sentence in his second paragraph. No doubt you will need to use several sentences of your own to finish the story as you think it should be told.

Writing the story

Write the story as you think Ted should have told it. Tell each interesting thing that happened. Keep your sentences apart. Be sure that each group of words that looks like a sentence is really a sentence.

Working together

If you are asked to do so, read your story aloud. Find out whether the class thinks your story is better than Ted's.

Help your class answer these questions:

1. What interesting things did Ted leave out when he told the story?
2. Why should you not leave out interesting parts of a story?

3. Titles and Beginning Sentences

To read and think over

When you write a story for others to read, you will need to make a title for it.

A good title tells what the story is about. It also helps to make you want to read the story.

Which of these titles seem good? Which are poor? Why?

1. A Ride in a Barrel
2. An Unexpected Ducking
3. A Party

1. What did Ted's mother do when the man rang the bell the first time?

2. Did the man keep on ringing the bell? Who did Ted's mother think was ringing it?

3. Where did Ted's mother go? What did she do there? What was she planning to do?

4. What did Ted's mother do at the door? What did she say? What

4. Chased by a Bear
5. Winning a Race
6. Fun for Me
7. Last Summer

The beginning sentence in a story should get the story started by telling something that is important to the story. It should also help to make you wonder what is going to happen in the story.

Which of these sentences are good beginning sentences? Why?

1. I am going to tell a story.
2. My dad told me this story.
3. It was dark when I started home.
4. Have you heard this story?
5. Yesterday I had the best surprise of my life.
6. Last summer I was in a wreck.

Talking together

1. What should a title for a story do? Which of the seven titles are good? Why? What words in a title should begin with a capital letter?
2. What should the beginning sentence in a story do? Which of the six beginning sentences are good? Which are poor? Why?

To read and do by yourself

The following story needs a title. It also needs a good beginning sentence to take the place of the first sentence.

I am going to tell a story about my Cousin Tom. He told me that *side-hill* cats are wild cats that have walked around hills in one direction so long that their right legs are shorter than their left legs.

That evening Tom and I sat quietly on a hill waiting for a side-hill cat to come by. Suddenly an animal bounded in front of me. "There goes one," Tom called, and I made a dash for it. I soon saw that it was a house cat. My uncle laughed when I asked him about side-hill cats. He said there are no such things. He also told me that I should be careful about believing Tom's stories.

Write two titles and two beginning sentences for the story.

Working together

When your turn comes, read your titles and sentences aloud. Then the class should decide which titles and sentences are good.

4. Planning a Story

To read and do by yourself

Think of a story that you can tell to the class in the next lesson. It may be a story that you have heard or read. It may be one that you make up about something that has happened to you or to someone you know.

The pictures on the next page may help you think of a story. The questions given here may help you also.

1. What surprise have you had?
2. What surprise have you given to someone else?
3. What mischief have you seen a pet do?
4. What has frightened you and later made you laugh?
5. Who has played a trick on you? Have you played a trick on anyone?
6. What exciting thing has happened to you? What happened to your father when he was a small boy?

Decide what to tell in your story.

> 1. Plan to tell enough about what happened so that your story will be interesting.
> 2. Plan to tell each thing in the order in which it happened.
> 3. Think of a good beginning sentence for your story. It should be a sentence that will make anyone who hears or reads it wonder what is going to happen in the story.
> 4. Think of sentences to use in telling the rest of the story.
> 5. If your story has a surprise in it, plan to tell the surprise near or at the end of the story.
> 6. Choose a title for your story. Remember that it should help make people want to hear or read the story.

Writing and correcting the story

Write the title of your story near the top and center of a sheet of paper. Begin each important word with a capital letter.

Under the title write the sentences that make up the story.

Use these questions to help you correct mistakes in your story:

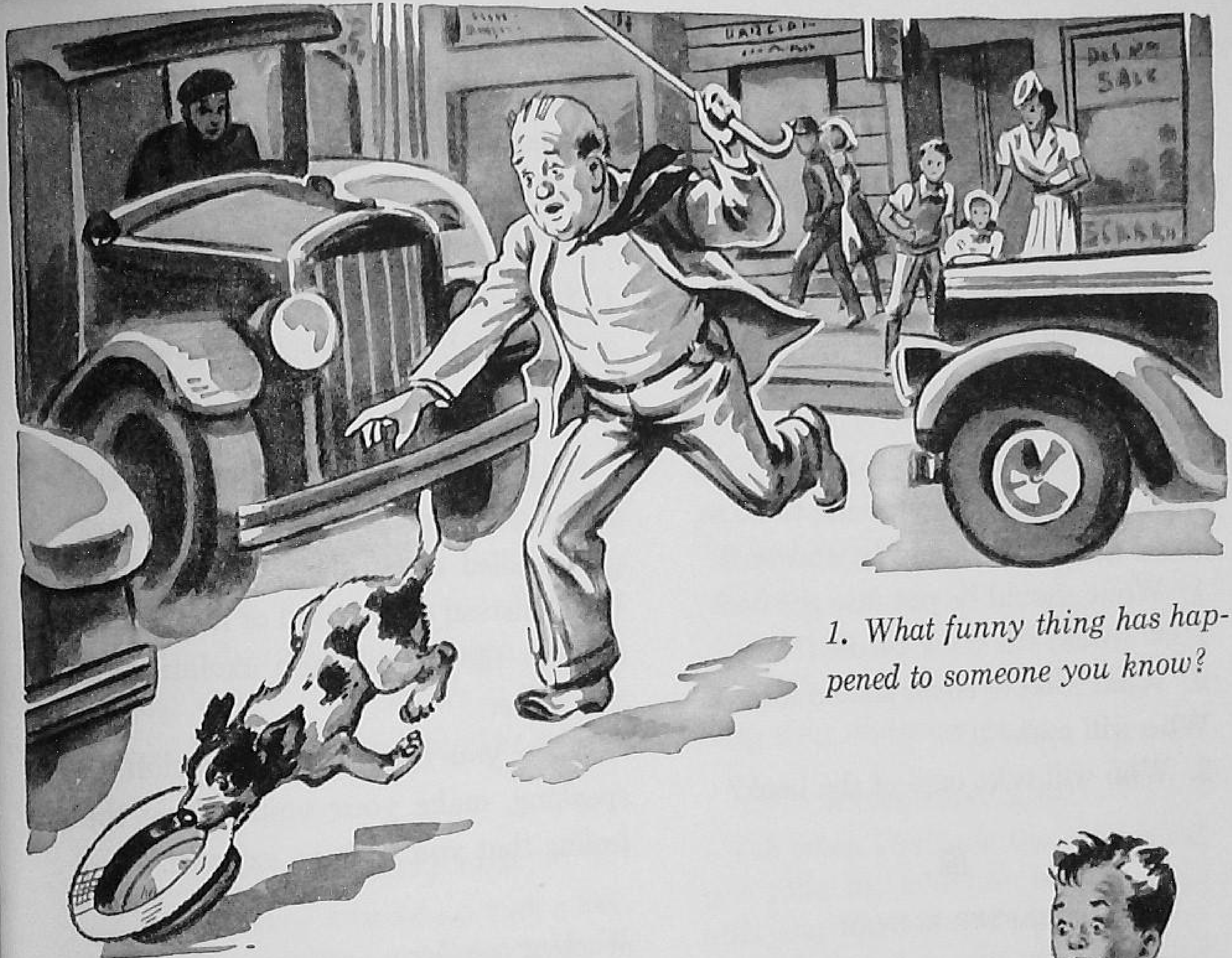
1. Does each sentence say what you want it to say?
2. Is each group of words that you wrote in the form of a sentence really a sentence?
3. Are your sentences separated correctly? Are there any *and's* or *and so's* that should be left out?
4. Where did you use capital letters and punctuation marks?

5. Using What You Have Learned

Telling and listening to stories

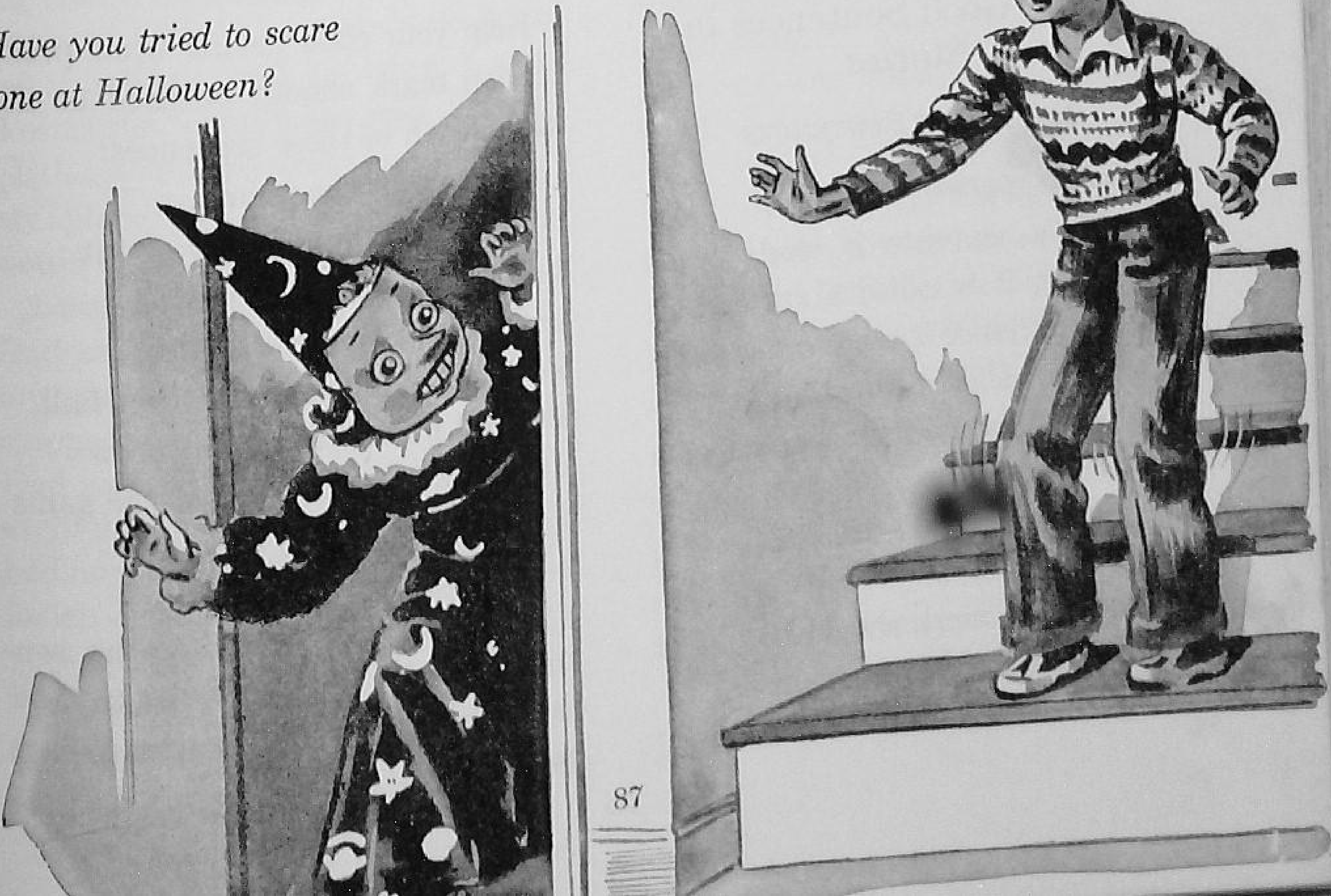
Tell your story when your turn comes. Do not use your paper unless you cannot talk without it. Use a pleasant voice and speak clearly. Keep your sentences apart.

While other boys and girls tell their stories, listen carefully so that you will hear interesting things that are said. If you have something to tell or ask about a story that you hear, tell or ask it when the boy or girl has finished his story.



1. What funny thing has happened to someone you know?

2. Have you tried to scare anyone at Halloween?



Talking together

The class should choose someone to read aloud the record they made about storytelling. Then the class should decide what things they should do to become better storytellers.

Working together

Your class may wish to make a *Class Story Book*. If they decide to do so, these questions should be answered:

1. What should be put into the book? How would the book be used?
2. What kind of cover should it have? Who will make it?
3. Who will take care of the book?

CHAPTER ELEVEN

Using Good Sentences in Stories

1. Uses of Sentences

To read to yourself

When a sentence is used to tell something, it is called a **statement**. When a sentence is used to ask something, it is called a **question**.

A period is used at the end of a written statement.

1. I'll nail the lid on this box for you, Tom.

A question mark should be put at the end of a written question.

2. Will you do it right now?

Sometimes you use a statement or a question to show excitement, surprise, joy, happiness, or fear. Such sentences are called **exclamations**.

1. Look at that airplane dip!
2. What a dandy player he is!
3. Oh, where can I go!

Notice the punctuation mark at the end of each exclamation. This mark (!) is called an **exclamation point**. Use it instead of a period or a question mark at the end of each exclamation you write.

When you use an exclamation in speaking, make your voice show the feeling that you wish to express.

Working together

Help your class decide what punctuation mark should be used at the end of each of these sentences:

1. Hurrah for the team
2. What are you so noisy about
3. Really, don't you know
4. Our team won the game
5. How Bill did run with that ball
6. What a long pass Sam threw
7. Almost everyone was at the game
8. Oh, why wasn't I there too
9. I shall see the next game

Take your turn reading the sentences aloud. Use your voice to show the feeling you wish to express in each exclamation.

Writing sentences

Write two sentences that are statements, two that are questions, and two that are exclamations.

Show your paper to your teacher. Make any corrections that are needed. Then do exercise I, page 99.

2. Keeping Sentences Apart

To read and think over

Sentences that are run together are often hard to understand.

How would you separate the sentences that Joe ran together in this story?

AN UNEXPECTED RIDE

On Saturday I woke up with a feeling that something good was going to happen. Then I remembered it was my birthday and so when I went downstairs everybody said "Happy Birthday!" there were no presents at my plate and I had hoped that I would get a model airplane.

I was feeling sorry for myself when Dad asked me if I would ride over to my uncle's instead of going there we stopped at the airport and so when Dad gave me a slip of paper I was so excited I could hardly read it and I had never guessed I would get a ticket for an airplane ride!

Talking together

1. What sentences did Joe run together?

2. Where should Joe have used capital letters and periods to keep those sentences apart? What words should he have left out?

Listen as someone reads Joe's story as Joe gave it and as it would be if he had kept the sentences apart. Then help your class decide why you should not run sentences together in a story.

Working together

Choose one of the topics below. Then, when you are called on, tell what you are asked to tell about it. Keep your sentences apart.

AN EXCITING RIDE

Tell when you took the ride; what you rode in; whether anyone rode with you; where you went; what happened just before the most exciting event occurred; what the most exciting event was; what was done afterward.

A BIRTHDAY SURPRISE

Tell when your birthday was; what you wished for; whether you thought you would be disappointed; who surprised you; how you were surprised.

Writing sentences

Think how you can improve the sentences that you used in your story. Then write the story.

Read your story to find whether you kept the sentences apart and wrote

them correctly. Check each sentence to see that it says what you intended it to say.

Show your paper to your teacher. If she points out any mistakes, correct them. Do exercise II, page 99.

3. Using Words Correctly

To read and think over

Think which word — *broke, broken, drove, driven, wrote,* or *written* — should be used in each blank in these sentences:

Mr. Toni has ___1___ through our town only once, but those who saw him as he ___2___ his red cart down Main Street will never forget the sight. He must have ___3___ far. The old cart looked as if it had ___4___ down many times, and the gray donkey that pulled it could have ___5___ all records for slow motion.

Mr. Toni had ___6___ signs on the cart. The letters looked as if someone had ___7___ their backs. On one side was ___8___:

"I've ___9___ here. I've ___10___ there. Things you have ___11___, I'll repair."

On the other side he had ___12___:

"Poets have ___13___ of birds and fishes. Have you ___14___ all your dishes?"

Think which word — *drank, drunk, rang, rung, sang,* or *sung* — should be used in each blank in these sentences:

Mr. Toni ___15___ a bell and ___16___ songs as his cart crept along. At the house next door, he had ___17___ his bell many times, before people came out to hear the songs he ___18___. When he ___19___ his bell at our house, Mother let me take some fresh buttermilk to him. He ___20___ a whole quart and said it was the best he had ever ___21___. After he had ___22___ some songs for us, he ___23___ his bell and drove away. Mother said he ___24___ more buttermilk in ten minutes than anyone she had ever known. She didn't know that I had ___25___ that much myself!

Testing yourself

Number a paper from 1 through 25. After each number write the word which is needed in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud.

4. Placing Sentences in Good Order

To read and think over

When Alice told the following story she failed to tell things in the order in which they happened. Decide in what order she should have given the sentences.

FRIGHTENED BY AN INDIAN

When Grandmother was a small girl, Indians often came to her cabin to beg for food. She always felt afraid when they came, for she feared they would steal her baby brother.

One day when she was alone with the baby, she saw an Indian squaw coming towards the cabin. Through a crack in the floor, Grandmother saw the squaw searching through the cupboard. Quickly Grandmother took the baby up the ladder to the dusty attic. Suddenly the baby sneezed!

The squaw knew then that she was being watched. Grandmother watched her until she disappeared over the hill. She snatched a loaf of bread and ran. Even after the squaw was gone, Grandmother was afraid to come downstairs. She stayed in the attic until her mother came home.

Talking together

1. In what order should Alice have placed her sentences? Why?
2. When you tell a story, why should you tell things in the order in which they happened?

Improving a story

Copy this story. Place the sentences in the right order.

WHO WAS SCARED?

One day when we were staying in a mountain cabin, Mother said she would make a shortcake if Ruth and I would pick the raspberries. We hurried off with our pails. Mother told us where the raspberries grew. There were the bushes and something else! It was a black bear cub! To get to the raspberry patch, we followed a stream up hill and around rocks.

When Ruth and I looked back, the cub was running up the hill as fast as we had run down. Ruth and I didn't stay to find berries. We ran and didn't stop running until we got to the bottom of the hill.

Working together

The class should decide the correct order for the sentences in the story.

For more practice use the exercise on page 100.

5. Using What You Have Learned

To read and do by yourself

1. Find the sentences that are run together in the following story. Think how you would separate them.
2. Think whether things are told in the order in which they happened.

WHO WAS THE GHOST?

Last Halloween I arrived at Ann's house at exactly seven o'clock. When I rang the doorbell, someone gave three long wailing moans. I heard the old hall clock strike the seven beats in its coarse, hollow tone just as I started up the porch steps.

First, I was led through the bedrooms in each one I found a few ghosts and goblins. I knew only two of them they were Roy and Jean.

Next, I was taken to the living room there everyone took off his mask except a full-grown ghost who sat in a

great high chair. No one seemed to know the ghost later it gave prizes to boys and girls who won the games. After we had taken off our masks we tried to find out who the big ghost was.

Just before we started home, Ann's mother gave us doughnuts and milk. The ghost took off her mask it was Miss Ray! All of us were surprised.

Copying the story

Copy the story you just read. Separate the sentences that are run together. Place the sentences in the order in which things happened.

Working together

If you are asked to do so, read your copy aloud.

Help your class decide what should be done to separate the sentences that are run together and the order in which the sentences should be placed.

If you do not understand why a mistake that you made is a mistake, ask to have it explained.

CHAPTER TWELVE

Speaking Clearly and Correctly in Stories

1. Pronouncing Words in Pairs

To read and do by yourself

Sometimes boys and girls do not pronounce correctly certain pairs of words. They say *gimme* for *give me* and *dunno* for *don't know.*

Say the words in the first column softly to yourself now. Be sure to sound the ending of each word.

Say:	*Do not say:*
1. give me	gimme
2. let me	lemme
3. don't know	dunno
4. an apple	a'napple
5. can't you	cancha
6. don't you	doncha
7. won't you	woncha
8. going to	gonna
9. want to	wanna
10. have to	hafta
11. did you	dija
12. beat them	beatum
13. let you	lecha
14. aren't you	arencha
15. that's right	thasright

Working together

If you are asked to do so, pronounce each pair of words.

When you are called on, read one or more of these groups of sentences aloud. If you wish, ask the class when you finish to tell you whether you made a mistake.

1. *Aren't you going to* see the football game today? Oh, I know you *want to* go. I *have to* come by your house. You can go, *can't you?*

2. I *don't know* yet. Mother may not *let me* go.

3. What makes you think she won't *let you* go? *Did you* ask her? *Don't you want to* go?

4. I *have to* do some errands first. Maybe she'll *give me* a chance to go after that.

5. *Won't you* get through in time to go? You *want to* see the game with the Bears, *don't you*? I think we'll *beat them*. Tom Hay is *going to* play. Tom is a good player.

6. *That's right*. I'm sure we'll *beat them*. Tom can throw that football as though it were as small as *an apple*.

2. Pronouncing Words Correctly

To read and do by yourself

Sometimes boys and girls put into a word a sound that should not be there. They say *acrosst* for *across* and *oncet* for *once*.

Say the words in the first column softly to yourself.

Say:	*Do not say:*
1. across	across*t*
2. airplane	air*o*plane
3. athlete	ath*a*lete
4. picture	pit*ch*ure
5. drowned	drowned*ed*
6. elm	ell*um*
7. film	fill*um*
8. Henry	Hen*e*ry
9. idea	idea*r*
10. once	once*t*
11. twice	twice*t*
12. this way	this-*a*-way
13. that way	that-*a*-way
14. umbrella	umb*e*rella or umbrella*r*
15. wish	wish*t*

Working together

Take your turn pronouncing each of the fifteen words. Do not use a sound that is not needed.

If you are chosen to do so, read one or more of the following groups of sentences aloud. Then, if you wish, you may ask the class to tell you whether you made mistakes.

1. *Henry* likes to take *pictures*. *Once* he rowed *across* a lake to get a *picture* of some *elm* trees.

2. While in the boat, he saw an *airplane*. He tried to take a *picture* of the *airplane* but fell overboard.

3. *Henry* was not *drowned* though. He is a good *athlete*.

4. There was an old *umbrella* in the boat. He used it to fish his camera out of the water. In *this way* he saved it, but the *film* was spoiled.

5. *Henry* says that taking *pictures* of an *airplane* from a boat is a bad *idea*. He won't try it *twice*. *Once* was enough.

3. Using Words of Like Meanings

To read and do by yourself

Read the following story. For each word printed in italics choose a word from the group with the same number. Choose words that tell the story without changing the meaning very much. Use the picture as you need it.

ALMOST A CATASTROPHE

"Let's have a dress-up party," (1) *suggested* Lucy, who was visiting Helen while their mothers were downtown. Helen agreed (2) *promptly*, and they rushed to the attic to look for (3) *clothes*. Soon two old-fashioned girls came giggling and laughing downstairs.

"We'll get mother's old, old goblets from the top shelf of the cupboard," Helen stated with (4) *assurance*.

"Oh, no, Helen," (5) *objected* Lucy. "Something might happen."

"I'm not afraid," declared Helen as she climbed (6) *confidently* on a chair.

Boldly she grasped a (7) *costly* goblet in each hand and turned to Lucy.

"Oh!" Lucy (8) *muffled* a (9) *shriek* as she saw the chair begin to (10) *totter*. Promptly she seized the chair with both hands and kept the frightened girl from falling.

With trembling hands Helen replaced the goblets on the top shelf, and two limp girls sat down to recover from their fright.

1. proposed, advised, declared, stated, inquired
2. slowly, surely, at once, reluctantly, exactly
3. costumes, shoes, hats, stockings, gloves
4. doubt, confidence, pride, hesitation, pleasure
5. protested, threatened, denied, urged, agreed
6. nimbly, rashly, awkwardly, fearlessly, harshly
7. common, valuable, lovely, cheap, beautiful
8. revived, smothered, spoiled, drowned, buried
9. laugh, scream, call, whine, cry
10. bend, tilt, bow, dip, wave

Writing the chosen words

List the words you selected.

Listen carefully as someone reads the story, putting in the words he chose. Help the class decide which word in each group is correct.

Lambert

WATCH OUT!

To read and think about

Which of these words would you use in describing Lucy's expression? *amused startled shocked frightened approving happy alarmed* What may have happened? Does Lucy approve or object?

To do by yourself

The list below is made up of words of opposite meaning. Find the opposites and write them in pairs.

doubt	awkwardly	answer	preserve
straight	willingly	deny	objected
cheap	pleasure	destroy	inquire
admit	approved	costly	sorrow
reluctantly	believe	bent	gracefully

Get someone to check your paper while you check his. If you disagree on any pair, find out who is right.

4. Making Your Voice Help You

To read and think over

What is happening in the picture on this page and the one on page 97?

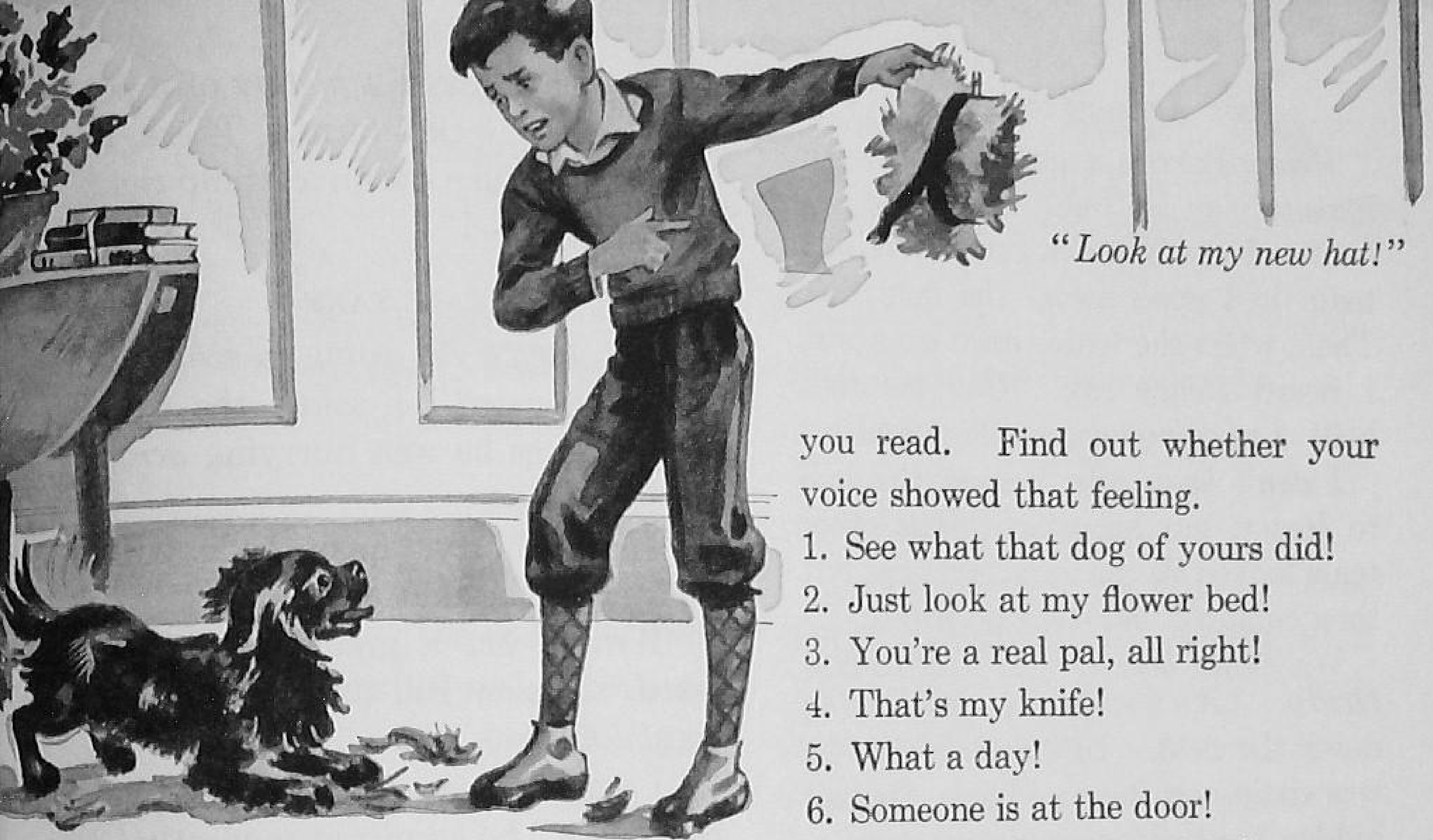
How do you think the girl feels? Is she excited? Is she happy or afraid?

How do you think the boy feels? Is he excited? Is he disappointed? Is he happy, angry, amused, disgusted, or afraid?

Notice that the girl and the boy used the same exclamation. Do you think they spoke it in the same tone of voice? In what tone of voice would you have spoken it if you had been in the girl's place? If you had been in the boy's place?

An exclamation shows strong feeling. When you use an exclamation, you can make your voice help you show what you mean or how you feel. You can make it show whether you are happy, surprised, sad, angry, disgusted, or frightened.

"Look at my new hat!"



"Look at my new hat!"

Talking together

Take your turn giving the exclamation that the boy and the girl used. First, give it as you think the girl spoke it. Then tell what feeling you meant to express. Second, give it as you think the boy gave it. Then tell what feeling you meant to express.

Reading sentences aloud

Think why anyone might say each of the eighteen exclamations which follow. Decide for yourself whether each exclamation shows anger, awe, fear, pride, boastfulness, happiness, surprise, curiosity, disgust, or disappointment. When you are asked to do so, read some of the exclamations aloud. Tell what feeling you meant to express by each exclamation that you read. Find out whether your voice showed that feeling.

1. See what that dog of yours did!
2. Just look at my flower bed!
3. You're a real pal, all right!
4. That's my knife!
5. What a day!
6. Someone is at the door!
7. Listen to that storm roar!
8. The telephone's ringing again!
9. There goes my kite!
10. What a queer noise!
11. What a strange-looking package!
12. Listen to that storm!
13. Who's afraid of the dark!
14. How dark it is in here!
15. Look out, Sam!
16. It can't be true!
17. He said that about me!
18. I've found the money!

5. Using What You Have Learned

To read and think over

Think how you should pronounce each word in italics in these stories. Think, too, how you would use your voice to help show what each exclamation means to you.

A TRICK PLAY

Henry Barr is a good *athlete.* He likes to play football.

Once I saw him in a game. Neither team had gone *across* the goal line. Then, when the teams lined up again, I heard *Henry* say, "*Give me* that ball! I'm *going to* score this time!"

I *don't know* who passed the ball to *Henry*, but he got it! The other team looked *this way* and *that way*, but they couldn't find out who had it.

We didn't *have to* wait long to find *Henry*. Like a streak he was running down the field. In a few seconds he was sitting on the goal line! He had hidden the ball under his sweater.

WHOSE PICTURE WAS IT?

"*Aren't you going to let me* take your picture?" asked Sally.

"Why should I *let you* do that?" replied Ellen. "*Can't you* see I'm not dressed up? I look like a *drowned* rat! I got caught in that rain storm without an *umbrella*."

"Oh, that doesn't matter," said Sally. "You *want to* have a new *picture* of yourself, *don't you*?"

"Are you *going to give me* one?" asked Ellen as she sat down on a low stump.

Sally snapped the picture.

A few days later at school, Ellen said, "Did you get my *picture* finished, Sally?"

"Yes, I did," grinned Sally. "You don't *have to* keep it if you don't *want to*. Here it is!"

Ellen took one look and laughed. Sally had forgotten to turn the *film* after she had taken a *picture* of a pet mule on her uncle's farm. There, in the *picture*, Ellen sat on a stump right under the mule!

A TALL TALE

"Bill, *aren't you going to* stop and *give me* a yarn?" I asked the town storyteller as he was hurrying *across* our lawn.

"I *have to* hurry," he panted. "I'm *going to* see the skating contest."

"*Weren't you* a great skater?" I asked. I knew Bill told big tales of his *athletic* skill.

"I won a race on the Mississippi River *once*," he admitted modestly.

"*Give me* the story," I urged.

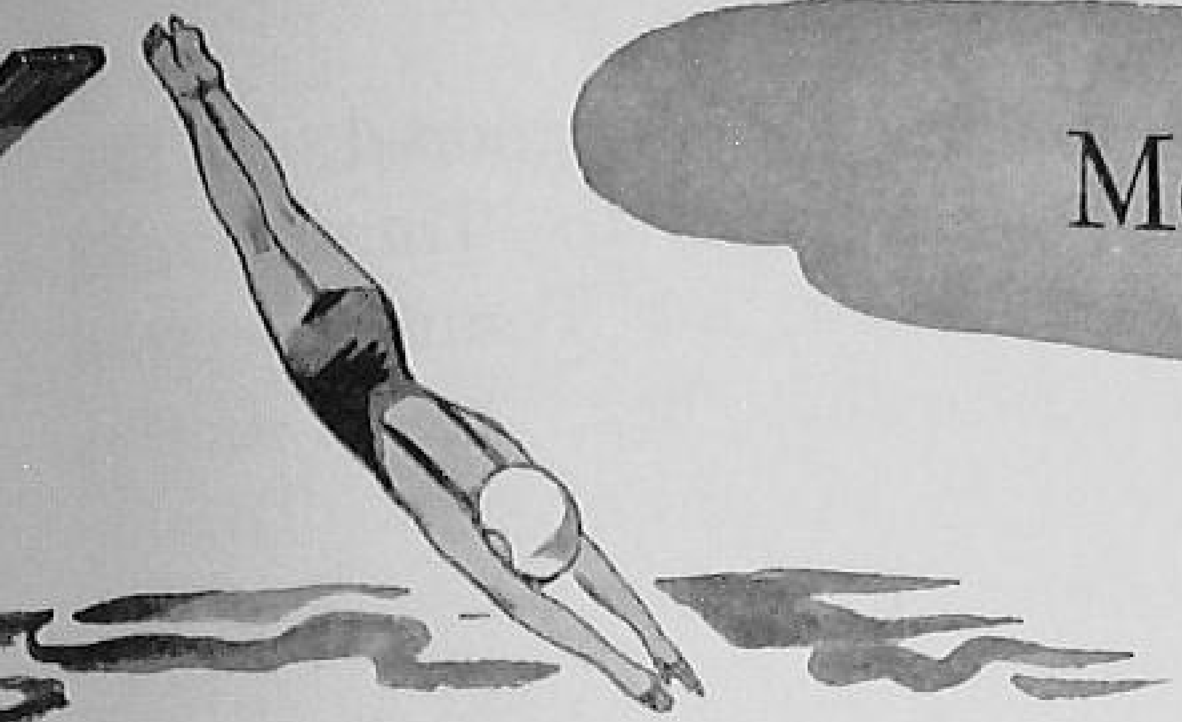
"It was *this way*," he said. "I didn't *want to* race, but *when* I got started I knew I was *going to* win. I *don't know* how I did it, but I went twenty miles in forty minutes."

"Bill, I've seen *pictures* of the frozen Mississippi at Hannibal," I said. "The ice was very rough. Where did you find such good skating?"

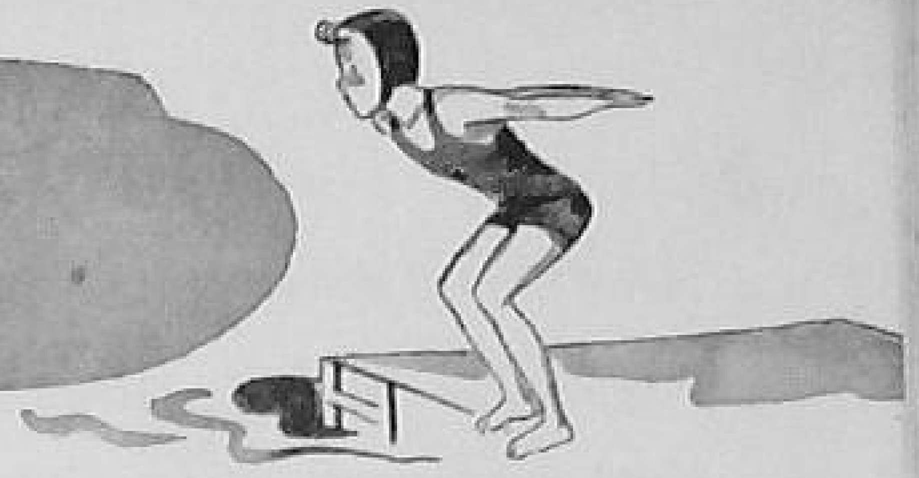
"Down at New Orleans," he replied confidentially. "Ever been down *that way*?"

Working together

If you are asked to do so, read part of one of the stories aloud. Then if you wish, ask the class whether you pronounced the words correctly and whether you used your voice to show the meaning of each exclamation.



More Practice



I

Punctuating sentences

Decide what punctuation mark should be used at the end of each of the following sentences. Then copy the sentences. Put a period after each statement, a question mark after each question, and an exclamation point after each exclamation.

1. The fire engine dashed up our street
2. What a noise it made
3. Why had the engine stopped by our house
4. Then I remembered that Dick and I had built a bonfire in our alley
5. We had practiced sending smoke signals
6. How careless of us not to have put out the fire when we finished
7. What a lecture we'd get from our scout master

Correct your paper. Did you begin each sentence with a capital letter?

Sentences 1, 4, and 5 are statements. Sentence number 3 is a question. Numbers 2, 6, and 7 are exclamations. Did you punctuate each of the sentences correctly?

II

Keeping sentences apart

Choose one of the topics below. Write enough sentences to tell what you are asked to tell about it. Keep your sentences apart.

Earning Money

Tell what you did to earn the money; how you liked doing it; how much money you earned; what you did with it.

A Mistake in Cooking

Tell what food you tried to cook; when you tried to cook it; what you did that was wrong; what you finally did about it.

An Interesting Pet

Tell what the pet is; where you got it or saw it; what its name is; why you think that it is an interesting pet to have.

Read your sentences over to yourself carefully. Does each sentence say what you meant it to say? Did you begin each sentence with a capital and end it with a period?

III

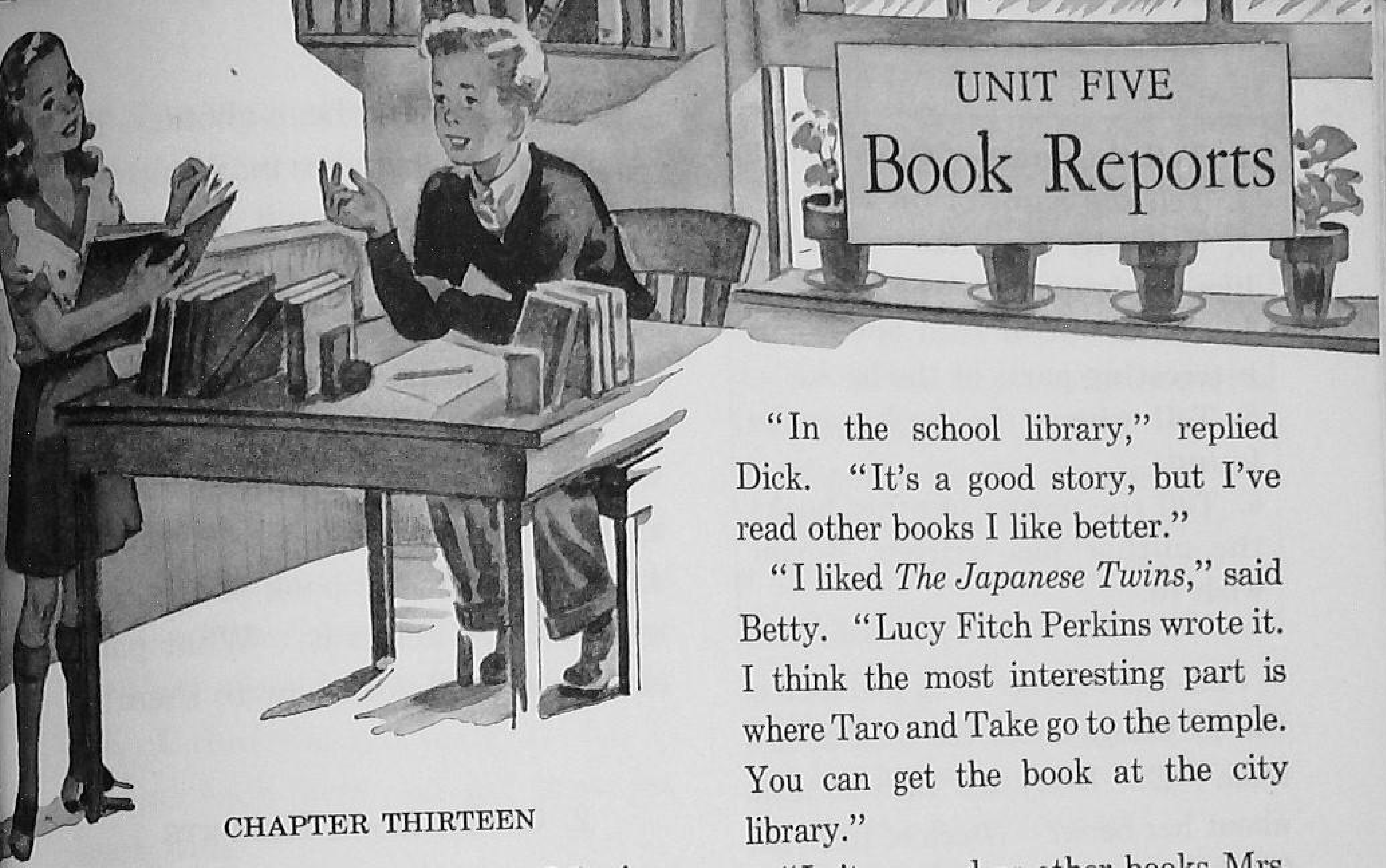
Arranging sentences in good order

Decide which three sentences in the following story are not placed where they should be. As you copy the story, place the sentences so that they tell things in the order in which they happened.

A BATTLE OF WITS

1. From the kitchen window I watched our cat Tommy and a magpie try to outwit each other. 2. The cat crept forward as the bird hopped backwards just out of his reach. 3. When I first saw them, they were standing about five feet apart, each glaring at the other. 4. Every time that Tommy pounced at her, Maggie flew to a limb and made saucy remarks. 5. After missing her several times, Tommy pretended to lose interest in the game and started nibbling at grass blades. 6. Maggie couldn't stand being ignored. 7. She hopped right up to Tommy and scolded loudly but Tommy seemed not to see or hear her. 8. As soon as the magpie flew out of sight, Tommy crept under a raspberry bush and hid. 9. Thinking the cat had gone, the bird began pecking about the lawn. 10. Soon the magpie circled about the place as if looking for the cat and finally alighted. 11. Foolish Maggie escaped with her life, but she left her longest tail feathers behind in Tommy's claws. 12. She got very close to the raspberry bush before Tommy dashed at her.

Correct your paper by reading it over carefully to yourself. Are your sentences in the right order? Sentence 3 should come before sentence 2, sentence 10 before sentence 9, and sentence 12 before sentence 11. Did you put them there?



UNIT FIVE
Book Reports

CHAPTER THIRTEEN

Reports About Books, Motion Pictures, and Radio Programs

1. Planning a Book Report

To read and think over

The boys and girls in Miss Ray's class were talking about books they had read.

"I have just finished reading *Kari, the Elephant*," said Dick. "It was written by D. G. Mukerji. The story is about an elephant that was owned by a boy. One part that I liked was the jungle fire. The animals ran out of the jungle to keep from being burned."

"That sounds as if it might be a good book," said Jim. "Where did you get it?"

"In the school library," replied Dick. "It's a good story, but I've read other books I like better."

"I liked *The Japanese Twins*," said Betty. "Lucy Fitch Perkins wrote it. I think the most interesting part is where Taro and Take go to the temple. You can get the book at the city library."

"Is it as good as other books Mrs. Perkins has written about twins?" asked Ralph.

"I like it better than the others I have read," answered Betty.

"One of my favorite books is *Stories of Brave Dogs*, by M. H. Carter," said Tubby. "It is a group of stories about dog heroes and what they did. I liked the story about Carlo best. He saved a small boy from being burned to death. I don't know whether Mr. Carter has written other books."

The boys and girls talked about what they like to hear in a book report. Then they made the following list of directions for giving a report. You will find the list on the next page.

1. Tell the name of the book.
2. Tell the name of the author.
3. Tell why you like or do not like the book.
4. Tell about or read one of the interesting parts of the book.
5. Tell where the book can be found.
6. Tell the names of other books the author has written, if you wish to.

Find out whether Dick told each of the six things about the book he had read. Did Betty tell each of them about her book? Which of them did Tubby tell about his book?

Talking together

1. What did each of the boys and girls tell about the book he read?
2. Which of the reports could have been better? In what ways?

To read and do by yourself

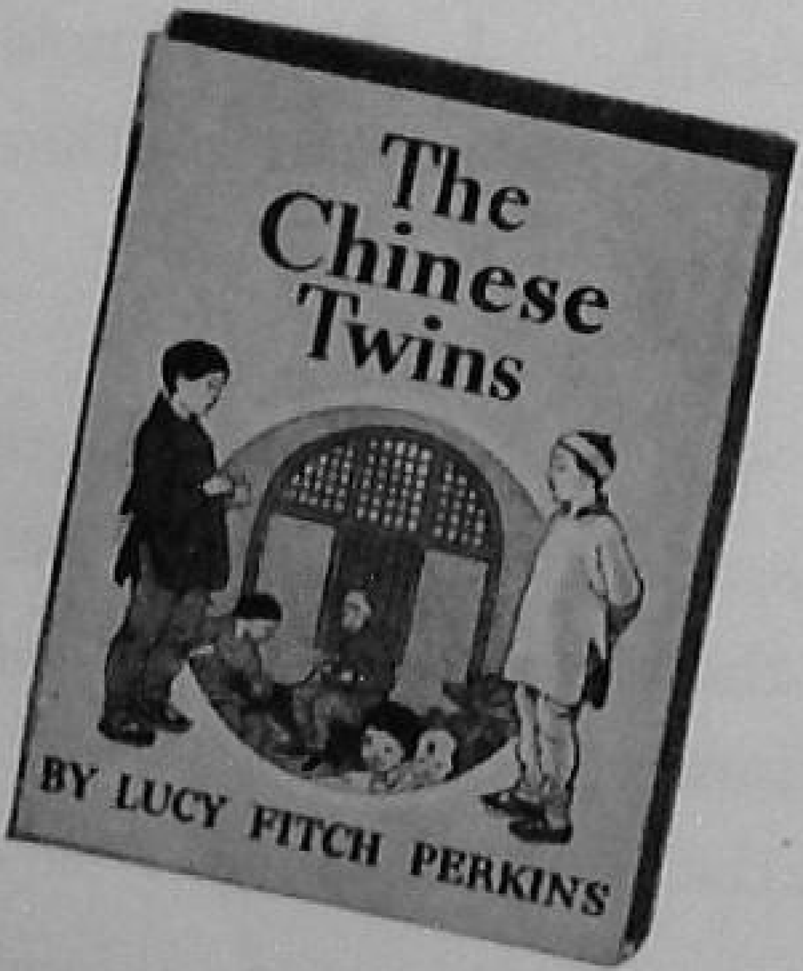
1. Choose a book that you think your class would like to hear about. The pictures on these pages may help you.
2. Decide what to tell about the book. Use the list of directions that Miss Ray's class made.
3. Think out the sentences that you will use in your report. If you wish, write the report. Keep the sentences apart.
4. Plan to show the book to the class when you tell about it. What parts of the book will you show to them?

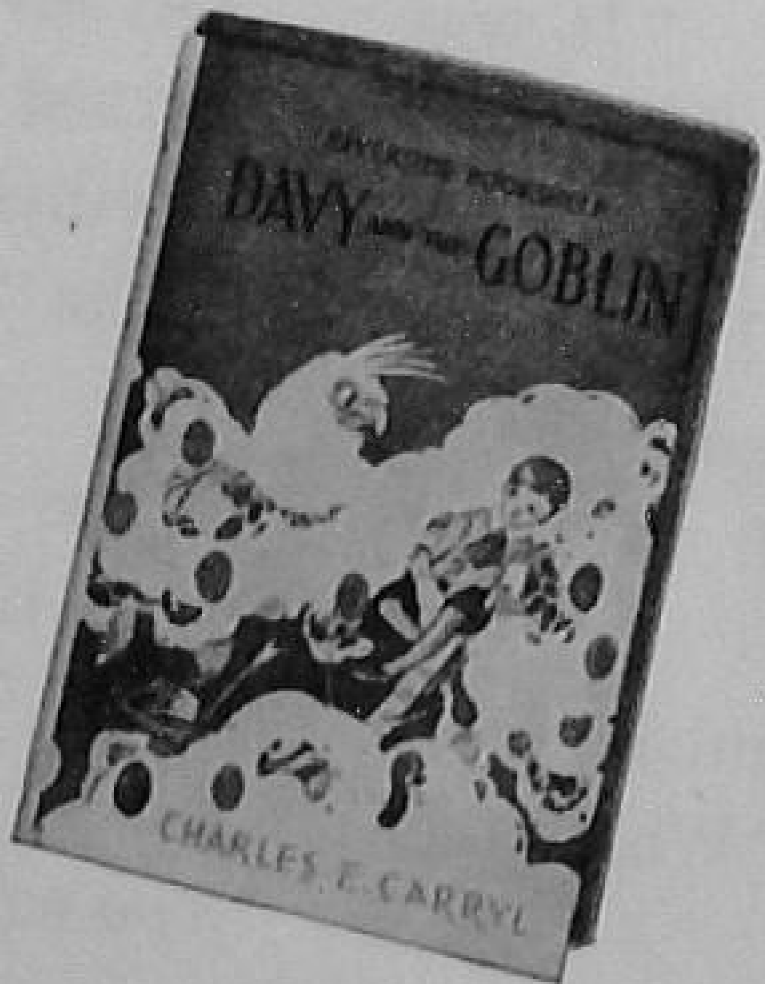
2. Giving Book Reports

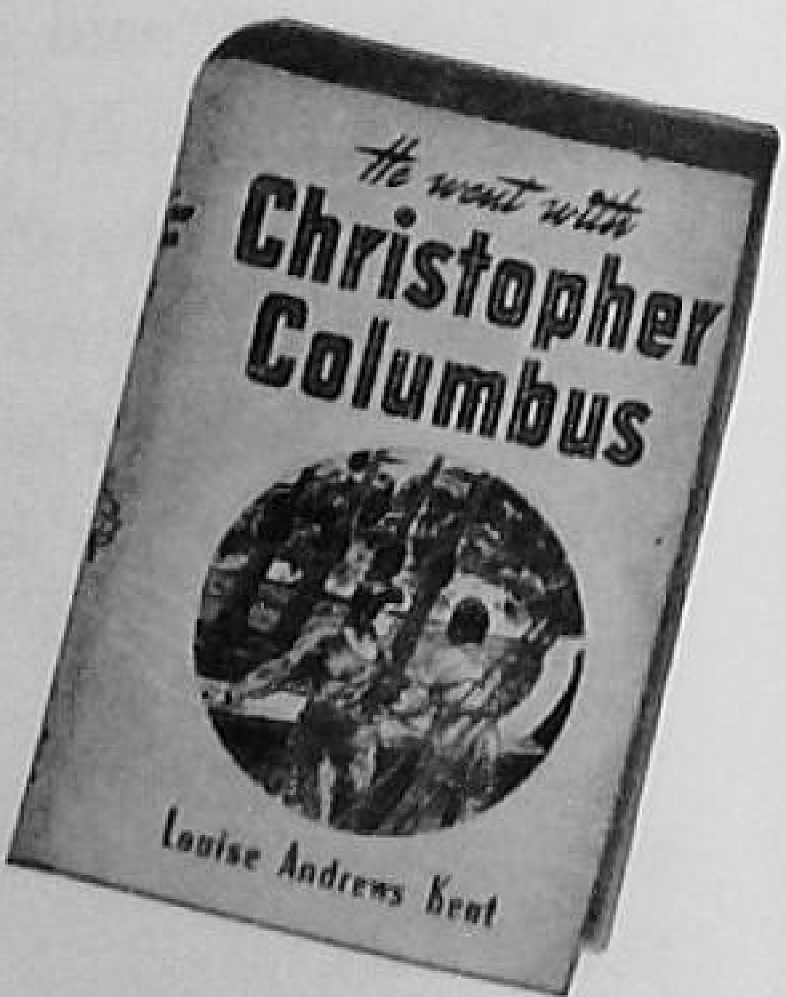
Working together

When your turn comes to give your book report, do these things:

1. Use a pleasant voice and speak clearly. Keep your sentences apart.
2. Show your book to the class.
3. If you wish to do so, read aloud some short, interesting part of the book.
4. Answer questions which others in







the class may ask about the book.

Listen to other reports. What is told about a book should help you decide whether you wish to read it. When each report is finished, ask any questions you have about the book.

Talking together

Help your class decide in what ways they can do better in giving book reports. These questions may help you:

1. What should have been told about a book that was not told?
2. Did each boy and girl know his book well?
3. Was it easy to understand what each boy and girl said?

3. Planning a Report on a Motion Picture or a Radio Program

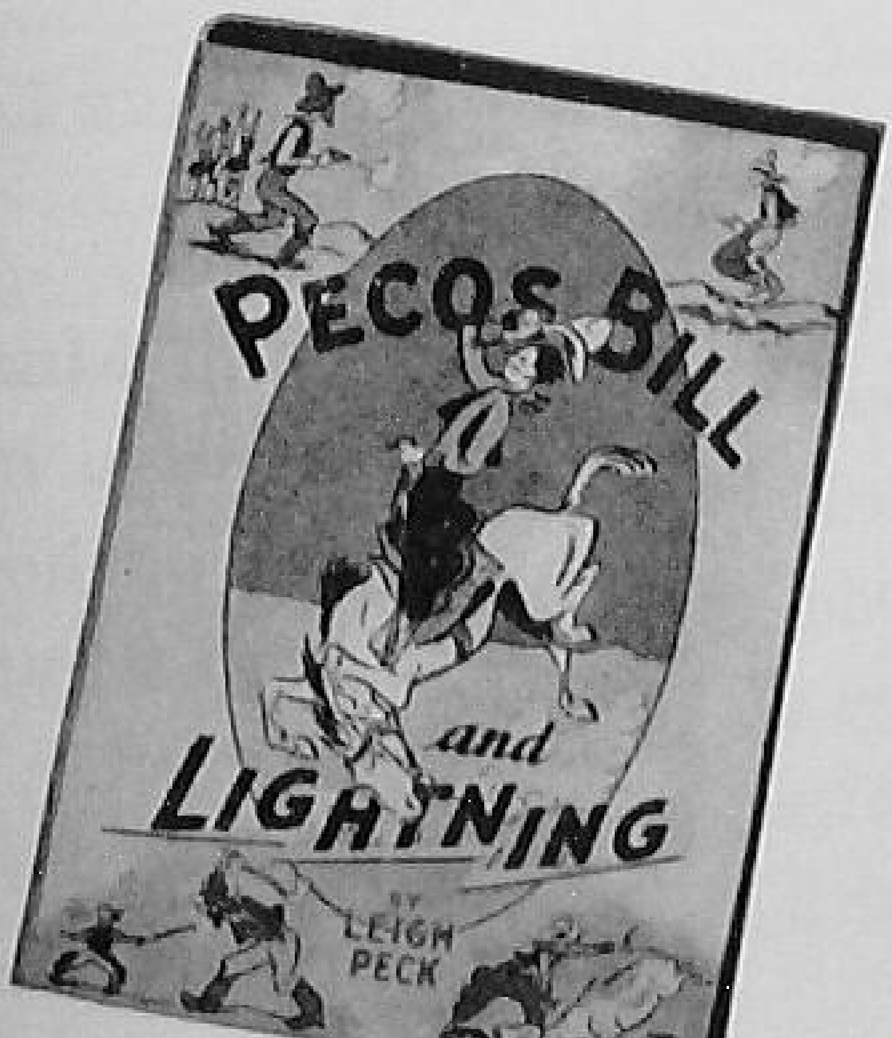
To read and think over

Which of the following things do you like to have another person tell you about a motion picture he has seen?

1. The name of the picture
2. Whether it was serious or funny
3. Whether he liked it
4. All of the story
5. A little of the story
6. The names of people who played important parts
7. Where he saw the picture
8. Whether it is being shown now
9. The price of a ticket
10. Where the picture was made

Which of the following things do you like to have another person tell you about a radio program?

1. Whether the program was music, a story, a talk, or a play
2. Whether the program will come again
3. On what day and at what hour the program comes
4. Whether the person liked the program, and why
5. The name of the radio station over which he heard it



6. The place of that station on the dial of the radio
7. The kind of a radio he used in listening to the program
8. At what time the program is given

Talking together

Help your class make a list of directions for making a report about a motion picture. When you think of something that has not been told by someone else, put it into a good sentence to be written on the board.

Follow the same plan in helping prepare a list of directions for making a report about a radio program.

Read the two lists of directions carefully. If you think they can be improved, tell your teacher how to do it.

To read and do by yourself

1. Choose a motion picture that you have seen or a radio program that you have heard lately.
2. Decide what to tell about it. One of the lists of directions the class just made will help you.
3. Think out sentences to use in your report. Write the report if you wish. Keep the sentences apart.

4. Giving and Listening to Reports

Working together

When you are asked to do so, give the report which you planned in the last lesson. Do these things:

1. Use a pleasant voice and speak clearly. Keep your sentences apart.
2. Answer questions which may be asked about the picture or the radio program that you told about.

Listen carefully to other reports. Decide for yourself which pictures you would like to see and which radio programs you would wish to hear.

After each report is finished, ask questions about the picture or the programs if you care to do so.

Talking together

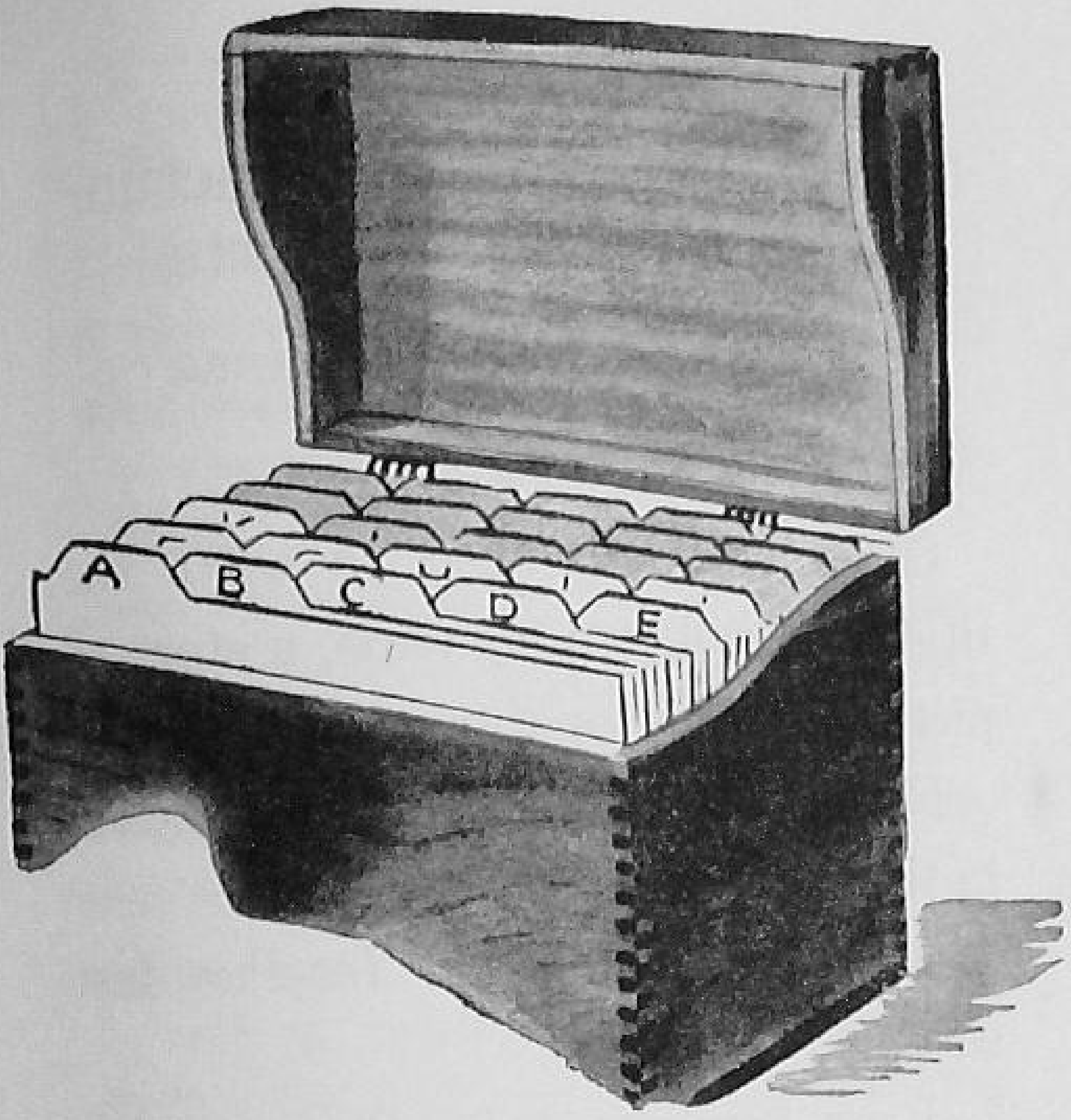
1. Should more have been told about any picture or any radio program? Which one was it? What should have been told?
2. In what ways can the class improve in giving reports about motion pictures and radio programs?
3. When can the class give reports about motion pictures and radio programs again?

5. Using What You Have Learned

To read and think over

The boys and girls in Miss Ray's room have a file of written book reports. This will tell you how they made it, how they keep it, and how they use it.

First, they got some white cards, four inches wide and six inches long,



and a box to hold them. The box, with the cards, looks like the one in the picture above.

Second, as soon as a boy or a girl finishes reading a book, he writes a report of it on one of the cards. Two of the reports are shown below.

Notice that the title of the book is written in the upper left corner of the card. A line is drawn under it. Each important word in the title begins with a capital letter. The date of the report is written in the lower left corner. In the lower right corner is the name of the boy or girl who made the report.

Third, each one checks his report and corrects any mistakes that he finds in it.

Fourth, when each report is as neat and correct as the writer can make it, he files it in the box. The cards are filed alphabetically, according to the titles of the books.

Fifth, the boys and girls use their file of book reports. When someone finds a book which he thinks he may like to read, he looks in the card file to see whether anyone has made a report on it. If a report is there, he finds out whether that boy or girl liked the book.

Italian Twins, The

This is a good story by Lucy Fitch Perkins. An Italian boy and girl are kidnapped by an organ grinder. They finally escape. The book is in the city library.

Tom Farr

November 20, 1941

Pueblo Boy

This book was written by Cornelia Cannon. The story tells how an Indian boy saves his people from attack by the Spanish explorers. The book is in the school library.

Mary Shaw

November 15, 1941

Talking together

1. Can your class make a file of book reports like the one that Miss Ray's class made? What will your class need in order to make it?
2. In what other way can your class make a file of book reports? Can they write each report on a sheet of paper and keep the sheets in a large notebook?
3. In what ways will a file of book reports be useful to your class?
4. What things should be told about a book in a written book report?
5. If you make a file, who will take care of it?

To read and do by yourself

Write a report of a book you have read lately. Do these things:

1. Decide what to tell about the book.
2. Think out sentences which tell what you wish to say about the book.
3. If your class decided to make and keep a card file and if the cards are ready to use, write your report on a card. If they decided to make a file with sheets of paper or if the cards for a card file are not ready, write the report on a sheet of paper.
4. Write your name and the present date on your report.
5. Show your paper to your teacher. Correct any mistakes that are found in the paper.

CHAPTER FOURTEEN

Capital Letters and Punctuation Marks in Reports

1. Using Capital Letters

To read and think over

Often you will need to write the title of a book, a magazine, a story, a picture, a song, or a poem.

Notice where capital letters are used in these titles:

1. I read *Adrift on an Ice-Pan* last week.
2. I am going to take *Story Parade* next year. It is a good magazine. I buy *Child Life* each month now.
3. The best story in this magazine is *The Voice in the Haunted House.*
4. *The Prince and the Pauper* is a good picture. I liked it as well as *Gulliver's Travels.*
5. I like cowboy songs. *Home on the Range* is a good one.
6. I like *Paul Revere's Ride* better than *The Village Blacksmith.*

Here are two rules to use when you write the title of a book, a poem, a magazine, a story, a picture, or a song.

> 1. Use a capital letter to begin the first word and each important word in a title. Such words as *a, an, and, as, by, for, in, on, of, from,* and *with* are not called important when used in a title.

> 2. Draw a line under each word in the title of a book, a magazine, a story, a picture, a song, or a poem when you write it in a sentence.

When a title is printed in a sentence, each word is printed in italics. Italics in print take the place of underlining in hand-written material.

Use the rules given below when you need them in writing a report.

> 1. Use a capital letter to begin each name of a person and each name given to an animal. Examples: *Everett Gregg; Jumbo.*
> 2. Use a capital letter to begin the name of a month. Example: *March.*
> 3. When you write a date, place a comma between the number of the day and the number of the year. Example: *May 15, 1943.*
> 4. Use a capital letter to begin the name of a country or of a state. Examples: *Brazil; Rhode Island.*
> 5. Use a capital letter to begin the name of the nationality of a person or of a group of persons. Examples: *Mexican; Chinese.*
> 6. Begin the name of a building with a capital letter. Examples: *Denver Public Library; Empire State Building; Union Station.*
> 7. Begin with a capital letter each important word in the name of a special day. Example: *Easter; Arbor Day.*

Talking together

Help your class decide why each capital letter in these sentences is used and why some of the words are printed in italics.

1. There are good stories in the magazine called *Boy's Life.*
2. I got *The Swiss Twins* at the Greenfield Public Library.
3. *The Fight for the Pueblo* is a book about a Spanish boy who saved his friends.
4. Sam and I went to see *The Story of the Santa Fe Trail* last night.
5. Arthur Pier wrote a book called *The Boy from the West.*
6. Our class read *Paul Revere's Ride* aloud today.
7. A good story in my August copy of *Story Parade* is *Gunshot Messenger.*
8. Can your class sing *America*?

Writing sentences

With your book closed, write the eight sentences above as your teacher reads them aloud. Use capital letters where they are needed. Draw a line under each title.

Use your book to check your paper. If you find any mistakes, correct them.

2. Making a List of Books

To read and think over

Bill is keeping a list of the books

that he reads this year. Here is part of the list he has made. Notice where he used capital letters and punctuation marks.

1. Harris, J. C. *Nights With Uncle Remus*
2. Perkins, Lucy F. *The American Twins of the Revolution*
3. Tappan, Eva M. *The House with the Silver Door*
4. Tomlinson, E. T. *The Young Minute-Man of 1812*
5. Turner, Nancy B. *In the Days of Young Washington*

Talking together

1. In making his list of books, which did Bill put first — the name of the book or the name of the author?
2. Which part of the author's name is given first? Why?
3. What punctuation marks are used? Where are they used?
4. Where are capital letters used?
5. What words in the list are printed in italics?
6. The books are listed in alphabetical order. Was the order determined by names of the authors or by the titles of the books?
7. For what reasons might you need to make a list of books?

Writing a list of books

Make an alphabetical list of the following books. Use the same plan that Bill used. Put the name of the author first. Use capital letters and punctuation marks where they are needed. Underline the titles.

1. *John of the Woods*, by Abbie F. Brown
2. *The Wonder Garden*, by Frances J. Olcott
3. *The Rider of the Black Horse*, by E. T. Tomlinson
4. *Judy of York Hill*, by Ethel H. Bennett
5. *Lone Bull's Mistake*, by J. W. Schultz
6. *Land of the Williwaws*, by M. I. Ross
7. *Viking Tales*, by Jennie Hall

Correcting your list

Check your paper as your teacher reads the list aloud in the right order. See that you have the books placed in the right order, that you have drawn a line under each of the right words, and that you have put capital letters and punctuation marks where they belong.

If you made any mistakes, correct them. Then do exercise I, page 119.

3. Writing Geographical Names

To read to yourself

Find capital letters in the following book report:

Our National Parks was written by Mary Rolfe. It tells interesting stories about some of the big parks in the United States. I liked the stories about Rocky Mountain National Park and Grand Canyon National Park best. The book is in the school library.

Notice that each word in these three names begins with a capital letter: *United States*, *Rocky Mountain National Park*, and *Grand Canyon National Park*. Each name is the name of a country or a part of a country. Such a large section is known as a geographical area or region. Such places as cities, states, countries, rivers, oceans, islands, and continents are geographical areas. The following are names of such areas:

The Southwest	South America
The Far North	The South Seas
Mississippi River	Amazon Valley
The Orient	Alaska
The Red River of the North	

When you write the name of a geographical area, use this rule:

> Each important word in the name of a geographical area should begin with a capital letter.

Talking together

Help your class decide why each word in italics in these questions begins with a capital letter and what kind of geographical area it stands for.

1. Are the *Rocky Mountains* in *Ohio*?
2. Is *Great Salt Lake* in *Florida*?
3. Is *Cuba* an island?
4. What is *South America*?
5. Did *Buffalo Bill* live in the *West* or in *New England*?
6. Is *Oregon* in the *Mississippi Valley*?
7. What large city is in the *District of Columbia*?
8. Where is the Tennessee Valley?

Writing sentences

Write sentences that answer the eight questions given on page 109. In each answer use the word or the words which are printed in italics in the question.

Use these questions to help you find out whether there are mistakes in your sentences:

1. Did you use a capital letter at each place it was needed?
2. Is each group of words that has the form of a sentence really a sentence?
3. Does each answer say what you meant it to say?

If you made any mistakes, correct them. Then show your paper to your teacher.

4. Using Words Correctly

To read and think over

Think which word — *sang, sung, rang, rung, drank,* or *drunk* — should be used in each blank in these sentences:

Church bells had __1__ all evening, saying that it was Christmas Eve. Choirs had __2__ hymns in the church as boys and girls __3__ carols under candle-lit windows. In all the town, only Toby was sad.

It was Toby who __4__ the bells. Although he __5__ them as they had never been __6__ before, his heart was heavy. That night, as he had __7__ his milk by the open fire, his little sister had __8__ a song about the present she wanted. The song she __9__ made Toby sad. He knew there was no money for presents.

When the last bell was __10__, Toby went into the street. A small kitten sat by the trough where the horses __11__. The kitten looked as if it had __12__ no milk for many a day.

Toby carried the kitten home. After it __13__ all the milk it wanted and had __14__ a purring song, it went to sleep. Toby __15__ a song, too, for he knew that now his sister would have a gift.

Think which word — *wrote, written, drove, driven, broke,* or *broken* — should be used in each blank in these sentences:

Have you __16__ an invitation to Uncle Fred for Christmas, Mother?

Yes, I __17__ it yesterday. I have __18__ to Uncle Jack too. Your father said he had __19__ to Uncle Jerry. We must have __20__ ten invitations all together. There will be twenty people here for Christmas dinner!

I wonder if Uncle Jerry will get here. Last year he __21__ an axle on his car and couldn't come. This year he __22__ something almost every month. On Thanksgiving he telephoned that he had __23__ the windshield. He had __24__ the car into a truck. Once he __25__

so fast around a corner that he skidded into a tree and __26__ a wheel. He said he should have __27__ faster to keep the front wheels out of the way of the hind wheels.

Oh, I think Uncle Jerry will get here. He has __28__ that car almost a hundred thousand miles. Someone had __29__ it fifty thousand miles before Uncle Jerry bought it. It's a wonder that Uncle Jerry hasn't __30__ his neck.

Testing yourself

Number a paper from 1 through 30. After each number write the word that should be used in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud. If you made a mistake, find out why it is a mistake. Then correct it.

5. Using What You Have Learned

To read to yourself

Betty Blue read *The Colonial Twins of Virginia*, by Lucy Fitch Perkins. Betty told her class that she liked it better than most books she had read. She said that the story was about a boy and a girl who lived in the South. One of the parts that Betty liked best told about the arrival of the twins' cousins from England. Betty found the book in the school library.

Don Cox read a book named *Friends and Foes in the Rockies*, by J. W. Schultz. Don told the boys and girls that the book was a good one and that it told a story of adventure among Indians in the Rocky Mountains and the Northwest. He liked the part that told about hunting buffalo. Don got the book at the Adel Public Library.

Writing and correcting a report

Write a report that you think Betty could have written about the book she read, or a report that Don could have written about the book he read. If you prefer to do so, write a report of some interesting book that you have read recently. Use capital letters and punctuation marks correctly.

Use these questions to help you find out whether you made mistakes in your report:

1. What words did you underline?
2. Did you use the name of a geographical area or the name of a building? If so, did you begin each important word with a capital letter? Where else did you use capital letters? Where did you use periods and commas?
3. Did you write only a group of words when you should have written a sentence? Did you keep your sentences apart?

Correct any mistake that you made. Show your paper to your teacher.

CHAPTER FIFTEEN

Using Words Correctly in Reports

1. Learning to Use Eight Words

To read to yourself

> **The words *begun, known, thrown,* and *grown* are used correctly with helping words such as *has, have, had, was, are,* and *were.* The words *began, knew, threw,* and *grew* are never used correctly with helping words.**

The words *knowed, throwed,* and *growed* are never correct.

In these sentences *begun, known, thrown,* and *grown* are used correctly:

1. *Has* the game *begun* yet?
2. No, it *hasn't begun.* The teams *haven't* even *begun* to practice yet.
3. Tom *hasn't thrown* a basket during the whole game. Sam and Dick *have thrown* four or five baskets.
4. Sam *has grown* taller this year. He must *have grown* three inches.
5. *Have* you *known* Sam very long? I *have known* him for two years.

In the following sentences the words *began, knew, threw,* and *grew* are used correctly:

6. The game *began* at four o'clock. Sam and Dick *began* throwing baskets before that.
7. Sam *threw* three baskets in the game. The whole team *threw* twenty.
8. Sam *grew* so much this year that he had to buy new clothes. No one else on the team *grew* as much as he did.
9. When I first *knew* Sam, we were in the first grade. Sally and Dick *knew* him then too.

Reading sentences aloud

If you are asked to do so, read some of the following sentences aloud. Use the right word in each blank.

Use KNEW *or* KNOWN:

1. Have you . . . Mary very long?
2. I . . . her when we were in the third grade together.
3. How old was the oldest person you ever . . . ?
4. I have . . . a man who was ninety.
5. Had your grandfather . . . him?
6. I don't think he ever . . . him.

Choose BEGAN *or* BEGUN:

7. Have you . . . work on your report?
8. Yes, I . . . it yesterday.
9. Has Mary . . . hers?
10. She . . . it this morning.
11. I . . . mine today.

Choose GREW *or* GROWN:

12. Have you ever . . . strawberries on your farm?

13. Yes, we . . . some last year.
14. We . . . some tomatoes too.
15. Our neighbors . . . blackberries.
16. We have . . . them in our garden.

Choose THREW *or* THROWN:

17. Were you ever . . . from a horse?
18. My pony . . . me last year.
19. Someone . . . a rock at him.
20. The pony . . . me over his head.
21. He hasn't . . . me since then.

Testing yourself

Think which word — *began, begun, knew, known, grew, grown, threw,* or *thrown* — is needed in each blank in these sentences:

Dick ____1____ that he had ____2____ too big for the wagon which he ____3____ to use when he was a little boy, but he didn't want it to be ____4____ away.

One day he said to his mother, "I've ____5____ that some of the boys laugh at me because I haven't ____6____ away my old wagon, but I don't care. I ____7____ fond of it long ago. I've been looking at some boards that Dad ____8____ away, and I have ____9____ to plan how to use them."

Dick's plan must have ____10____ quickly, for early the next day he ____11____ work. He carried into the barn all the boards that his father had ____12____ away. Then, after he had shut and fastened the barn door, he ____13____ to hammer and saw. Before noon almost every boy who ____14____ Dick had ____15____ curious about what he was making. That afternoon they ____16____ to beg Dick to open the barn door.

Finally the sawing and hammering stopped, and the barn door ____17____ to swing open. Then Dick ____18____ back the old blanket that covered his work. There stood the wagon that the boys said Dick should have ____19____ away. But no one would have ____20____ it. The old wagon had become a soap-box racer!

Number a paper from 1 through 20. After each number write the word which should be used in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud.

Studying your own words

If you missed any word on the test, read again on page 112 how that word should be used. Then work out the right exercise on pages 119 and 120.

2. USING *Sit, Sat,* AND *Set*

To read and think over

Do you ever feel uncertain about how to use the words *sit, sat,* and *set* correctly? Learn and remember the following facts about these words:

> The word *sit* means to rest or stay in one place. *Sat* means rested or stayed. *Sat* is used correctly with or without *has, have,* or *had* in telling of something that has happened.

It is correct to say:

1. *Sit* nearer the light, Tom.
2. I always *sit* near a window.
3. She *sat* at that desk yesterday.
4. *Had* she ever *sat* there before?

> The word *set* means to put or place something somewhere. To use the word *set* correctly you must tell *what* is set. You can *set* a book or a dish on a table, but you cannot *sit* it there. In telling what has happened, *set* is used with or without a helping word such as *has, have,* or *had.*

In these sentences *set* is used correctly:

1. Where *have* you *set* the stool?
2. I *set* it behind the big chair.
3. *Set* the flower pot in the window, please.

Talking together

Help your class decide which word — *sit, sat,* or *set* — should be used in each blank in the following sentences. Be sure that you understand why each word chosen is correct.

1. I like to ... in the front seat of the car.
2. Dad ... with me at the play.
3. When I first tried to skate, I ... down hard.
4. The cat ... by the fire washing her face.
5. Helen ... the fish bowl on the table.
6. Tell Ruth that I ... the croquet set on the back porch.
7. Gypsy has always ... as close to Bill as he can get.
8. We have ... here before.
9. Where has Ann ... the flowers that I brought?
10. I think she ... them on the dining room table.
11. ... beside me, Mary.
12. Where does Jim ... in assembly?
13. What did Bob ... on the window sill?

1. Jim sets *the boxes and the chair on the table.*

2. Then he sits *on the chair.*

Testing yourself

Think which word — *sit*, *sat*, or *set* — should be used in each blank in these sentences:

"I ___1___ the roast in the oven at ten," said Mrs. Sutton. "It will be done in half an hour. Let's ___2___ down and listen to a program while dinner cooks. We can have a quiet half-hour."

"A good idea," said Mr. Sutton. "Sue, please ___3___ the fish bowl on this little table. I like to watch the fish as I ___4___ here and listen. Have you ___5___ the radio dial at the right station, Mother?"

"I think so," said Mrs. Sutton. "I ___6___ it for Station KOA."

Sue ___7___ the bowl on the table and then ___8___ down near Fluff who ___9___ by the fire, quietly washing her face. Father ___10___ in a big arm chair, and Mother ___11___ in her favorite rocker.

As the contented group ___12___ listening to the announcer's voice, suddenly Bob and his big collie bounded into the room and bumped against the table on which Sue had ___13___ the fish bowl. Half an hour later a small boy ___14___ down and ate his dinner while his collie dog looked in at the window.

Number a paper from 1 through 14. After each number write the word which should be used in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud. If you made a mistake, read again on pages 113 and 114 how *sit*, *sat*, and *set* should be used. Then work out the right exercise on page 120.

3. Using What You Have Learned

To read and do by yourself

Do one of these things:

1. Choose a book or a story that you think your class would like to know about.
2. Choose a picture or a radio program that you think they would like to hear about.

Think of things to tell your class about the book, the story, the picture, or the radio program that you chose. In your report plan to tell those things which the class decided should be told.

Working together

Give your report when you are asked to do so. Use a pleasant voice and speak clearly. Keep your sentences apart and use words correctly. Answer questions that are asked about the book, the picture, or the program that you chose for your report.

Listen to other reports to help you decide what you would like to read, see, or hear.

When the reports have been given, help the class decide what they can do to improve their reports.

4. Words of Opposite Meaning

To read and think about

Read the following story. For each word printed in italics choose a word (or words) from the group with the same number. Choose words that are about opposite in meaning to the words in italics. Use the picture if you need it.

IF TERRY COULD TALK

Is that something for me, Ben? I feel so (1) *calm* that I can (2) *readily* sit still. One day I heard your mother say to you, "Curiosity killed the cat." Well, curiosity is a great (3) *comfort* for a dog to bear. I'm (4) *not trying* to be (5) *eager*, but I do want to know what is in your hand.

If you'd hold that package (6) *higher*, I might (7) *forget* what is in it. No, I can't read, but I (8) *haven't* a (9) *dull* nose.

And, Ben, whatever it is, let me carry it home for you. I can (10) *lose* what you give me. Even if I'm carrying something that I (11) *desire* greatly, I never, never (12) *save* it. Please, Ben!

1. bored
   funny
   excited
   contented
   indifferent

2. seldom
   hardly
   usually
   often
   easily

3. burden
   delight
   pleasure
   adventure
   risk

4. fooling
   striving
   acting
   playing
   teasing

5. interested
   curious
   roused
   calm
   anxious

6. farther
   wider
   better
   lower
   longer

7. ignore
   not guess
   teach
   not know
   learn

8. belong to
   lost
   possess
   control
   operate

9. blunt
   funny
   queer
   strange
   sensitive

10. damage
    injure
    trade
    keep
    spoil

11. dislike
    prefer
    regret
    value
    respect

12. touch
    destroy
    taste
    bite
    tempt

Copying the story

Copy the story and put in the words you have chosen.

Talking together

If you are asked to do so, read your copy of the story aloud. Help the class decide which words should be used in order to give opposite meanings.

Armstrong Roberts

PLEASE, BEN!

Questions to think over

Do you have or know a dog that can be trusted to carry mail and other things of value? Does that dog enjoy doing such work? How does the dog in the picture seem to feel?

5. Testing Yourself

To read and think over

Think which word — *knew, known, grew, grown, threw,* or *thrown* — should be used in each blank in these sentences:

No one was surprised when Jerry __1__ his cap into the air and shouted, "I __2__ I would get a good idea some day!"

As long as the boys had __3__ Jerry, he had been getting ideas, but the older he __4__ the crazier his ideas had __5__. None of the boys had ever __6__ him to have a good one.

As Jerry __7__ a big sack on the floor, he said, "I've __8__ for a long time that our club treasury hasn't __9__ well, but I haven't __10__ until now what to do about it. We can collect things that people have __11__ away and sell them to the junk man. That sack I __12__ down is full of clothes that Mother had __13__ away because I had __14__ too big for them."

The boys cheered! After it had __15__ quiet, one boy said, "I __16__ you would have a good idea some day."

Think which word — *began, begun, sit, sat,* or *set* — should be used in each blank in the following sentences:

The movie had just __17__ when Tom and I __18__ to hunt in the dark for places to __19__.

We hunted so long I __20__ to think we couldn't find a place. Then I saw a man go into a row and __21__ down. We followed him and found two seats. We should have __22__ in them, but we wanted a place where we could __23__ by each other. As we pushed our way out of that row, some of the people stood up, but others __24__ still. One of us knocked a woman's hatbox on the floor. I picked it up and __25__ it on a seat. Some one __26__ down on it.

"I saw a man __27__ down in that row," Tom said. "Let's __28__ there."

We __29__ to push our way into the row, but again there was no place to __30__. As I turned around and started back, I __31__ one foot against something and stumbled. Before I knew what had happened, I __32__ down on a woman's lap.

By that time people had begun to call out, "__33__ down! Find a seat and __34__ in it!"

Then an usher took both of us by the arm. "I'll find places for you to __35__," he said.

Number a paper from 1 through 35. After each number write the word which should be used in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud. If you made a mistake in using any word, study again on pages 112–114 how to use that word. Then do the right exercises on pages 119 and 120.

More Practice

I

Using capital letters

Be sure to use capital letters and punctuation marks correctly as you write the answers to these questions about yourself. Write each answer in a sentence.

1. On what date were you born?
2. What is the full name of your father or your mother or your guardian?
3. What is your complete home address?
4. What newspaper do you like to read?
5. What is the title and who is the author of a poem that you like?
6. What is the title and who is the author of a book that you like?
7. What good show have you seen?
8. What is the name of the school that you attend?
9. What country in South America would you like best to visit?

Check your paper carefully to see if you began each statement with a capital letter and ended it with a period. Use the rules for capital letters and punctuation marks in reports on pages 106 and 107 to help you decide if your paper is correct.

As you copy this book report, use capital letters only where they are needed.

LEARNING TO SWIM WAS WRITTEN BY N. BAUMANN STULTS AND GENEVIEVE M. KUNTZ. BOTH AUTHORS ARE SWIMMING TEACHERS. IN THIS BOOK THEY TELL BOYS AND GIRLS THE RIGHT WAY TO LEARN TO SWIM. THE PICTURES ARE ESPECIALLY INTERESTING BECAUSE THEY SHOW EACH STEP IN LEARNING TO DO THE MOST IMPORTANT STROKES IN SWIMMING.

Check your paper carefully. There should be eleven capital letters in it.

II

Using words correctly

Decide which word should be used in each blank of the following report. Use KNEW, KNOWN; GREW, GROWN; THREW, THROWN; BEGAN, BEGUN:

Ever since my brother read part of *Alice's Adventures in Wonderland* to

me I have __1__ it was a funny book, but I never __2__ just how funny it was until I __3__ to read it for myself.

When Alice was down the rabbit hole, she __4__ planning how to get through a tiny door into a beautiful garden. On a table was a bottle marked DRINK ME. Scarcely had she __5__ to drink when she __6__ to feel herself shrinking. She __7__ smaller and smaller until she was only ten inches high. She __8__ that she could get through the door easily now, but she remembered that she had __9__ the key to it on the table. Alas! She had __10__ too small to reach it. Then her eyes fell on a little cake marked EAT ME.

"I wish that I __11__ what would happen if I did. Perhaps I'd better see," thought Alice.

As she __12__ eating the cake she __13__ nine feet tall. Soon she had __14__ so much that her head bumped the ceiling. She got the key, but of course she had __15__ far too big to get through the door so she __16__ the key back on the table. The Rabbit came by, but scarcely had she __17__ to speak to him before he __18__ down his gloves and fan and scurried away. Alice took his fan and __19__ to fan herself with it. Then she __20__ to notice that her feet were coming closer and closer to her eyes. She __21__ that she was shrinking once more. She __22__ down the fan and hurried towards the door only to remember that she had __23__ the key back on the table!

If you want to know how Alice finally __24__ to her right size, read *Alice's Adventures in Wonderland.*

Use *sit*, *sat*, or *set* in these blanks:

The *Story of Ferdinand*, by Munro Leaf, tells about a bull that didn't like to fight. He wanted only to __25__ under a cork tree and smell the lovely flowers. One day some men came to Ferdinand's pasture to choose a fierce bull for a bull fight in Madrid. All the other bulls fought, but not Ferdinand! He went to his favorite tree to __26__ and smell the flowers. He __27__ down on a bumble bee. Then Ferdinand jumped about so wildly that the men took him to Madrid.

Number a paper from 1 through 27. After each number write the word that should be used in the blank that has the same number.

Correct your paper. Did you use *known*, *grown*, *thrown*, and *begun* only with helping words as *have*, *had*, and *has*? Did you use *knew*, *grew*, *threw*, and *began* without helping words?

Did you use *sit* or *sat* in each blank in the report about Ferdinand?

UNIT SIX
Customs in Conversation

CHAPTER SIXTEEN

Customs in Conversation

1. Making Introductions

To read carefully

Sally introduced her cousin, Dorothy, to Miss Ray, to her class, and to each of the Walker twins who lived next door. Notice whose name Sally gave first and what she said in each of the four introductions.

(1)

"Miss Ray, this is my cousin, Dorothy March. She is visiting us from Chicago. Miss Ray is our teacher, Dorothy."

(2)

"Boys and girls, this is my cousin, Dorothy March. She goes to school in Chicago."

(3)

"Joan, this is my cousin, Dorothy March, who is visiting us. You should hear her play the piano. Dorothy, this is Joan Walker. Joan belongs to our club, and plays in the orchestra."

(4)

"Dorothy, this is Jed Walker, Joan's brother. He is one of the players on our ball team. Jed, this is my cousin Dorothy March. She lives in Chicago. Her dad takes her to see big league ball games there."

Sam introduced his uncle to Miss Ray, to Jane Perry, and to Jane's father. Notice whose name Sam gave first and what he said in each of the three introductions.

(1)

"Miss Ray, this is my uncle, Mr. Dalton. He lives in [redacted] Moines. Miss Ray is our teacher, Uncle Dan."

(2)

"Uncle Dan, this is Jane Perry. She is the president of our club this term. Uncle Dan Dalton is my

mother's brother, Jane. He is visiting us from Des Moines."

(3)

"Dr. Perry, this is my uncle, Mr. Dalton from Des Moines. He has a shoe store. Dr. Perry is Jane's father, Uncle Dan. He is our family doctor."

When you make an introduction in this way, "Miss Arnold, this is my uncle, Walter Barbee," you introduce your uncle *to* Miss Arnold. The person named last is introduced to the person named first.

Talking together

Help your class complete the following list of rules for making introductions.

1. When you introduce two boys to each other or two girls to each other, it makes no difference whose name you speak first.
2. When you introduce two men to each other or two women to each other, speak the older person's name first. If they are about the same age it makes no difference whose name you give first.
3. When you introduce a boy or a girl and a grown-up person, speak the name of the . . . first.
4. When you introduce a boy and a girl, speak . . .
5. When you introduce a man and a woman, speak . . .
6. When you introduce a person to a group, speak . . .
7. When you introduce one person to another, try to tell something interesting about each one.
8. When you are introduced to someone, say "How do you do?" Do not say "Pleased to meet you."
9. To introduce two persons, such as Dorothy Wilson and Jed Walker, say, "Dorothy, this is Jed Walker." Do not say, "Dorothy, meet Jed Walker" or "Dorothy, I want to make you acquainted with . . ."

Working together

What should you say in making each of the following introductions? What should you say if you were one of the persons being introduced?

1. A boy and a boy
2. A girl and a girl
3. A girl and a boy
4. A girl or a boy and a grown-up person
5. A woman and a woman
6. A man and a man
7. A woman and a man
8. A girl or a boy and your class
9. A man or a woman and your class

If you are asked to do so, take part in acting out one or more of the nine introductions. Follow the rules you just read and that your class made. While others act out introductions,

watch carefully to see whether the introductions are made correctly.

Checking up

When the introductions have been made, help your class decide what things they need to do to improve in making introductions.

2. Giving and Answering Invitations

To read and think over

Most boys and girls like to share their good times with others. They like to invite their friends to exhibits, parties, picnics, entertainments, and other special affairs.

Here is an invitation that Jean gave to her friends, Alice and Sue. Notice carefully what she said:

"I hope you will come to my birthday party. It will be at my house next Friday at two o'clock."

Alice and Sue answered promptly. Alice said: "I'll be glad to come, Jean. Thank you for inviting me."

Sue said: "I'm sorry that I can't come, Jean. Mother and I must go to the city. Thank you for asking me."

The following is an invitation that the boys and girls in Miss Ray's class sent to their friends. What different items of information does it give?

Miss Ray's Class invites you to an entertainment at two o'clock next Friday afternoon, January 10, in Room 114 in the Harper School. We hope you will come.

Talking together

1. What things were told in each invitation?
2. What two things did Alice say? What three things did Sue say?

Were the following rules for giving an invitation used?

> 1. Tell what the invitation is for.
> 2. Tell the time of day, the day or the date, and the place to which the guest is to come.
> 3. Make the invitation show that the person invited is really wanted.

Were these rules for answering an invitation used by Alice and Sue?

> 1. Thank the person who invited you.
> 2. Accept or refuse the invitation promptly.
> 3. If you accept the invitation, say that you are glad to do so.
> 4. If you do not accept the invitation, say that you are sorry you cannot accept. Then explain politely why you cannot accept it.

Working together

Help your class decide why each of these invitations was or was not correctly given and answered:

(1)

BOB (on the telephone): Hello, Bill. This is Bob Adams. I have two tickets for the basketball game for tomorrow afternoon at two o'clock at the high school. I'd like to have you go with me.
BILL: Oh, thank you, Bob. I'll be glad to go.

(2)

MARY: I'd like to have you come to my party next Saturday, Helen.
HELEN: I can't be there.

(3)

ANN: I'm going to have a party next Saturday at two o'clock at my house. Can you come?
JIM: I'll let you know later.

Writing an invitation and a reply

Think of a party, a concert, or some other special affair which you would like to give and to which you would invite a friend. Think what you would say in the invitation.

Write the invitation on a sheet of paper. Keep your sentences apart. Use punctuation marks and capital letters where you need them.

Turn your paper over. Write first what you would say if you were the friend and accepted the invitation. Then write what you would say if you did not accept it.

If you are asked to do so, read aloud your invitation and the replies. If you wish, ask the class whether your invitation and the replies tell what they should tell.

3. Table Talk

To read and think over

Doctors tell us that people who keep happy and jolly while they eat become healthier than people who keep cross, worried, or sad while they are at their meals.

Here are things that boys and girls have said in conversation at the dinner table. Which of them would make others feel happy and jolly?

(1)

"You look pretty in that dress, Mother. Did you make it?"

(2)

"Jim brought a raccoon to school today. He said that a raccoon is so clean that he washes his food before he eats it."

(3)

"These potatoes are still hard. They aren't even half cooked. Why don't you cook them longer? I don't like potatoes, anyway."

(4)

"Dad, I wish you would punish Sue. She played with my airplane and broke it to pieces."

(5)

"Dad, I fixed your fishing rod today. How did you break it?"

(6)

"Are we going to have fruit for dessert again? I'm sick of it."

(7)

"When Tom hurt his nose today, blood spurted all over everything. You should have seen the mess."

(8)

"Mother, I met Mrs. Chapman's nurse on the way home. She says Mrs. Chapman is better today."

(9)

"Someone ran over a skunk today in front of the school. Phew! The odor was terrible!"

(10)

"We've had peas every night this week. I'm tired of them and I'm not going to eat these."

(11)

"Alice Lake has the cutest Siamese kittens you ever saw. They have black ears and crooked tails."

(12)

"Joe gave a riddle today that none of us could guess. He said 'Why is a pig like ink?' The answer is that they both run out of a pen."

Talking together

With your class decide which of the twelve remarks are good things to say at the dinner table. Decide why each of the others is not suitable.

To read and do by yourself

Think which of these topics would be good to talk about at the dinner table:

1. Boys and girls you don't like
2. Good news about a friend
3. A good story or a joke
4. Food you don't like
5. Things you think are wrong with the food
6. Interesting things that happened at school
7. Traffic accidents
8. A good picture you saw
9. A good book you read
10. Some trouble you caused someone
11. A generous act that you saw or heard of being done

Number a paper from 1 through 11. After each number write *Yes* if you think the topic which has that number would be a good topic for a table conversation. Write *No* if you think it would not be a good topic.

Check your paper as your teacher reads the correct answers aloud. Be sure that you understand why any mistake you made is a mistake.

4. Talking about Rules for Conversation

To read and think over

Should boys and girls carry on a conversation in these places? Why or why not?

1. In the reading room of a library
2. In a doorway or on a stairway
3. In a movie when the play is on
4. In a school room when others near them are studying
5. In a hospital
6. In a room when someone is speaking to a group of people

What other rules for conversation do you know or can you find? Use the index of this book to help you.

Talking together

Help your class decide why boys and girls should not carry on a conversation in the six places given above.

Help your class make a list of conversation rules for your teacher to write on the blackboard. When the list is written, think whether it can be improved. If you decide that it can be made better, tell your teacher how to do it.

Copying the list

Copy the list that is on the blackboard. The class may choose a copy for the bulletin board.

5. Using What You Have Learned

To read and think over

For each of the questions below, one or more right answers are given. Think which answers are right.

1. Which of these sentences are correct to use as a first sentence in introducing two people to each other?

(a) Bob, this is Edith Hope.

(b) Mary, this is Paul Rankin.

(c) Miss Ray, this is Mr. Cox.

(d) Billy, this is my father.

2. What should you say to a person to whom you are introduced?

(a) How do you do?

(b) Howdy!

(c) Pleased to meet you.

(d) Hello!

3. Which of these invitations are given correctly?

(a) Can you come to my party at two o'clock tomorrow?

(b) I hope you can come to my party next Saturday.

(c) I am having a party at my house next Saturday at three o'clock. I want you to come.

(d) We hope you will come to our party next Saturday at three o'clock.

4. Which of these are polite ways to reply to an invitation?

(a) Thank you. I'll be glad to come.

(b) I'm sorry. I can't come. I have to go to Grandmother's. Thank you for asking me.

(c) I'll find out and let you know.

(d) Well, maybe. Yes, I suppose I can.

5. Which of these things should you say when you and a grown person start talking at the same time?

(a) Excuse me, what were you going to say?

(b) Please wait until I finish telling this story.

(c) Listen. I want you to hear this.

(d) I'm sorry. Please finish what you were saying.

6. Which one of these things should you say to show that you disagree with a statement that someone has made?

(a) That can't be true. I don't believe it.

(b) Excuse me. That isn't true.

(c) I don't think that's right.

(d) Pardon me, Jack. I don't think that's right. This is why I think it's wrong.

7. Which of these statements are the right kind to make in conversation at the dinner table?

(a) No, thank you. I don't like spinach. It tastes bitter.

(b) The Wildcats beat the Bulldogs by a score of 15 to 11 today.

(c) Why do you play with him? He's nothing but a big tattle tale, and no one likes him.

(d) Let's play ping pong after dinner.

8. At which of the following places is it polite to carry on a conversation?

(a) At a party when refreshments are being served

(b) On a stairway which many people are using

(c) In the front doorway of a store

(d) On the way to school

Testing yourself

Number a paper from 1 through 8. These numbers stand for the eight questions. After each number write one or more letters to show the right answer (or answers) for that question.

Check your paper as your teacher reads the correct numbers and letters. Be sure that you understand why any mistake that you made is a mistake.

CHAPTER SEVENTEEN

Using Words Correctly in Conversation

1. Using Negatives Correctly

To read and think over

Contractions that end in *n't* have the meaning of *not*. For example, *haven't* means *have not* and *weren't* means *were not*. For this reason such contractions are called **negatives**.

The word *never* is called a *negative* because it has the meaning of *not* in it. *Never* means *not ever*.

Each of the following words is called a *negative* because it has the meaning of *no* in it:

1. no	2. none
3. nobody	4. nowhere
5. nothing	

Two negatives should not be used in a sentence if only one negative is needed. These sentences are incorrect:

1. *Hasn't* Joe left *no* books here?
2. There *aren't none* on the table.
3. *Haven't* you seen them *nowhere*?
4. *Nobody* left *no* books here today.
5. I *don't* know *nothing* about them.
6. Joe *hasn't never* brought them.

The sentences below are correct. Only one negative is used in each.

1. *Hasn't* Joe left any books here?
2. There *aren't* any on the table.
3. *Haven't* you seen them anywhere?
4. *Nobody* left any books here today.
5. I *don't* know anything about them.
6. Joe *hasn't* ever brought them.

Do not use two negatives in the sentence in which only one negative is needed.

When you use a contraction that ends in *n't*, do not use another negative with it. Use *a*, *any*, or *an* instead of *no*; *any* instead of *none*; *ever* instead of *never*; *something* or *anything* instead of *nothing*; and *somewhere* or *anywhere* instead of *nowhere*.

Reading sentences aloud

If you are asked to do so, read the following sentences aloud. Then tell what the negative is in each sentence.

1. I didn't want any of the books.
2. There is nothing in our scrapbook yet.
3. I haven't time to go with you.
4. Have you never seen the ocean?
5. Haven't you any brothers?
6. None of the boys and girls came.
7. There aren't any ghosts.
8. Nobody has called for me today.
9. Tom had nothing to do with it.
10. I'm going nowhere tonight.

Testing yourself

Think which of these words are negatives:

1. any
2. no
3. none
4. never
5. ever
6. nothing
7. anything
8. nowhere
9. nobody
10. anybody
11. anywhere

Now decide for yourself which of the eleven words should be used in each blank in the following sentences:

I have never had __1__ read a book to me. __2__ has ever asked me to read a book to him.

There isn't __3__ candy left. There are __4__ cookies left either.

I don't know __5__ about your bicycle. Doesn't Tom know __6__ about it?

It isn't __7__ around here. I saw __8__ using it.

Aren't you going __9__ tonight? I don't __10__ go out to play at night. I have __11__ to go, anyhow.

I have __12__ baseball bat. Tom hasn't __13__ gloves.

Doesn't __14__ have __15__ that we need for the game?

Sally hasn't __16__ gone to the movie alone. Mary has __17__ gone alone either.

Aren't you __18__ coming, Sam? We'll never get __19__ on time if you don't learn to hurry.

I can't find my cap __20__. Won't __21__ help me find it?

Haven't you __22__ marbles. I haven't __23__. Jack says he has __24__ either. Can't you find yours __25__?

I haven't __26__ to do tonight. Helen said she had __27__ to do. She has __28__ to go.

Don't you have __29__ to do, Tom? I don't have __30__ to play with.

Number a paper from 1 through 30. After each number write the word which should be used in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud.

Studying your own words

If you made a mistake in the test, read again on page 128 how negatives should be used. Then work out the right exercise on page 143.

2. Using *Good* and *Well*

To read to yourself

> The word *good* is correctly used when it describes somebody or something.

It is correct to say:

1. He is a *good* player.
2. Is she a *good* singer?
3. Wasn't that a *good* dinner!

> The word *well* is used correctly when it tells how something is done.

It is correct to say:

1. John plays baseball *well*. He plays *well* enough to be on the team.
2. She sings *well*.
3. How *well* Jack reads this year!

Do not use *good* when you should use *well*. *Do not say:*

1. John plays baseball *good*. He plays *good* enough to be on the team.
2. She sang *good* this morning.
3. Sam and Mary read *good*.

Talking together

Help your class decide which word, *good* or *well*, should be used in each blank in these sentences. Be sure that you understand why the word chosen is correct.

1. Does Mary sew . . . ?
2. She sews very . . . .
3. Is Bill a . . . swimmer?
4. He swims . . . enough to beat me. Don is a . . . swimmer too.
5. Sally dances . . . , doesn't she?
6. She dances as . . . as Alice.

Answering questions

Think of sentences that answer these questions. Use *good* or *well* in each sentence.

1. Is Betty a good painter?
2. What kind of skater is Sam?
3. What do you think of Tom's skating?
4. What can Alice do?
5. Can Sally swim?
6. Can Joe play marbles?
7. How does Bob play ball?
8. Does Ralph play ball?
9. Does Bob play better than Ralph?
10. Why isn't Jim on your team?
11. Can Jack ride a bicycle?
12. What can Dick do?
13. Does Jean play the piano?
14. Does Ann sing?
15. Can Jean and Ann play and sing together?
16. Who plays tennis well?

Take your turn giving sentences that answer five or more of the questions. If you wish, ask the class to tell you whether you made a mistake in using *good* or *well* and whether each of your answers was a sentence. If you do not understand why any

mistake that you may have made was a mistake, ask to have it explained.

Testing yourself

Think which word, *good* or *well*, should be used in each blank in these sentences:

Do you think Ted plays marbles __1__ enough to be champion this year?

He plays as __2__ as anyone I know. He's a __3__ player, all right. I thought maybe Don would play __4__ enough to beat him in the contest.

Don is not as __5__ a player as Ted. Carl plays so __6__, though, that he might beat Ted. I know he plays __7__ enough to beat all the boys in our neighborhood.

I didn't know that Carl was such a __8__ player. Did he play so __9__ that he beat Joe?

Yes, Carl was too __10__ for Joe. Joe played very __11__, but he wasn't __12__ enough to beat Carl.

Number a paper from 1 through 12. After each number write the word which should be used in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud.

Studying your own words

If you made a mistake on the test, read again on page 130 how to use *good* and *well*. Then work out the right exercise on page 143.

3. Reviewing Ten Words

To read and think over

Think which of these words should be used in each blank in the conversation that follows:

began	begun	knew	known
grew	grown	threw	thrown
sit, sits	sat	set	set

"Tom said that he __1__ the boy who __2__ the rock through Mrs. Wilson's kitchen window yesterday," said Joe.

"Tom must have __3__ the rock himself," laughed Jim.

"No," laughed Joe. "Fred Park __4__ it. Tom has __5__ that ever since it happened."

"Well, I've __6__ Fred for two years," said Jim. "I've __7__ him ever since I lived on Elm Street. He's too little to have __8__ that rock."

"Fred has __9__ a foot since then. He must have __10__ to grow fast soon after you moved. There he __11__ at the corner now. He just __12__ down on the curb with Tom and Bob."

"Is that Fred!" cried Jim. "He has __13__ bigger! I wouldn't have __14__ him. He __15__ up fast. How does Mrs. Wilson know that Fred __16__ the rock?"

"Some of the boys __17__ a tin can on a fence post and __18__ to throw at it. A flat rock that Fred had __19__ missed the can the boys had __20__ on the fence. Mrs. Wilson found the rock in her house. Then she __21__ to get angry and went to tell Fred's mother. Mrs. Wil-

son had just __22__ her story when Fred came in."

"What did his mother do?" asked Jim.

"She said that if Fred hadn't __23__ so big, she would make him __24__ in the corner with his face to the wall," replied Joe. "Then all three __25__ down and talked about how Fred could pay for the window."

Testing yourself

Number a paper from 1 through 25. Then write the words needed in the blanks.

Check your paper as your teacher reads the correct words aloud.

Making plans

Help your class plan to get two toy telephones to use in the next lesson.

4. Using What You Have Learned

To read and think over

Think of answers to these questions about answering the telephone:

1. Why should the telephone be answered promptly?

2. Which of these things should you say when you answer the telephone?

(a) Who is this?

(b) This is . . . . . . (your name).

(c) This is . . . (your number).

(d) Yes!

(e) Hello!

3. What should you say when you answer the telephone and the call is for someone else who is there?

4. What should you say when the person wanted is not there?

5. Why should you often write a message that you are asked to give to someone who is not there?

6. What should you say when you are asked to give a very long message to someone who is not there?

Think of answers to these questions about talking over the telephone:

7. What kind of voice should you use?

8. How close to the mouthpiece, or transmitter, should your lips be?

9. How close should you hold the receiver to your ear?

10. Who should say good-by first in a telephone conversation?

11. Why should you not listen to other people's conversation over the telephone?

12. Why should you not talk about secrets over the telephone?

Think of answers to these questions about making a telephone call:

13. Which of these things should you say when someone answers your call:

(a) Hello

(b) This is . . . . . . (your name)

(c) Is . . . there?

(d) Who is this?

14. What things must you know and do to find the telephone number of another boy or girl?

15. Why should you not hold a long conversation over the telephone?

16. In what ways can using the telephone help you when you are alone and in trouble?

17. At what times should you not make a telephone call?

18. In what ways can you be courteous to the telephone operator?

Talking together

Help your class decide upon a correct answer for each of the eighteen questions.

Using the telephone

Think what you would say if you were either of the persons in each of these telephone conversations:

1. Mrs. Brown calls Mrs. Clark. Bill answers the telephone. His mother, Mrs. Clark, is not at home. Mrs. Brown does not leave a message.

2. Mr. Smith calls Mr. Shaw. Mary

answers the telephone. Mr. Shaw is not at home. Mr. Smith asks that Mr. Shaw come to a meeting at the church at seven o'clock on Friday evening.

3. Sally is locked in a building alone. She cannot get anyone at her home. She calls the operator to ask for help. She tells the operator her name, where she is, and what the trouble is.

4. Ellen calls Ruth to invite her to a birthday party.

5. Jack, who has been ill, calls Jean to find out what has been going on at school.

6. Ellen Holt's mother says Ellen may go to a picture show if Jane Shaw will go with her. Ellen calls Jane to find out whether Jane may go.

7. Tom Bell stays late helping Joe Clark repair a football. Joe calls Tom's mother to explain why Tom may be late for dinner.

Write your name on the blackboard. After it write a number that can be used as your telephone number.

If you are asked to do so, take part in using the toy telephones to carry on one of the telephone conversations you just read about. Ask your teacher to be the operator.

As you talk, do what the class decided should be done in making a telephone call, in answering the telephone, and in talking over the telephone. Use words correctly.

Listen while other boys and girls carry on the other telephone conversations. Think how their conversations could be improved. Decide which words, if any, were not used correctly.

Talking together

1. In what ways can the class do better in making telephone calls, in answering the telephone, and in talking over the telephone?

2. What words were not used correctly in the telephone conversations?

5. Testing Yourself

To read and think over

Think which of these words are negatives:

1. any	2. no
3. never	4. anything
5. anywhere	6. nobody
7. none	8. nowhere
9. ever	10. nothing
11. anyone	

Think how each of these words should be used:

12. good	13. well

Now decide which of the thirteen words should be used in each blank in the following conversation:

"Let's go skating, Alice," said Betty. "I think I can do quite __1__ on these new skates."

"I don't have ___2___ skates," said Alice. "I can't skate very ___3___ anyhow. Ask some of the other girls. Most of them skate ___4___."

"I don't know ___5___ to ask," said Betty. "Sue hasn't ___6___ skates, and Ruth hasn't ___7___ time to spare. I'd like to find someone to go with me. I don't have ___8___ else to do. Don't you ___9___ go skating?"

"I'd go now if I had some skates," replied Alice. "I have ___10___ to do now either. I haven't ___11___ to go or ___12___ to play with. I don't suppose that I'll play with ___13___ or go ___14___ this morning."

"I'll tell you," said Betty. "I won't go ___15___ and I won't look for ___16___ to skate with. I'll stay here with you. Haven't you ___17___ games that we can play inside?"

"I have half a dozen games," answered Alice. "I don't think you have ___18___ played some of them. I know you haven't ___19___ seen them."

"No, I haven't seen ___20___ of them," replied Betty. "Let's try them. Haven't you ___21___ game like Chinese Checkers?"

"I have Chinese Checkers," said Alice, "but I'm not very ___22___ at playing it. I couldn't ___23___ beat you."

Writing correct words

Number a paper from 1 through 23. Then write the words that are needed in the blanks.

Check your paper as your teacher reads the correct words aloud.

CHAPTER EIGHTEEN

Using Good Sentences in Conversation

1. Finding and Making Sentences

To read and think over

You know that a sentence tells or asks something. It makes sense by itself. Think which of these groups of words are sentences:

1. One cold rainy day in March.
2. A gray squirrel sat on the limb of a poplar tree.
3. The wind and rain whipped the squirrel's gray fur.
4. His tail was arched over his back and head like an umbrella.
5. No food to eat.
6. Great patches of crusty, dirty snow.
7. The leaves were dripping wet and cold.
8. Waiting for the rain to stop and the sun to shine.
9. The sun behind the clouds.
10. He had a sour and cross expression on his face.
11. "With a fur coat like that, you should have no reason to be angry," teased a boy who was watching the squirrel.
12. The squirrel scolded back at the boy.
13. Scampering along the limb and darted into a hole.

Talking together

1. Which of the thirteen groups of words are sentences?
2. When is it all right to use a group of words instead of a sentence in conversation?

Take your turn using each of the following groups of words in making a sentence. Add as many words as you need to.

1. Finally the sun
2. The wind and the rain
3. The squirrel in the tree
4. Ran through the wet leaves
5. Up the trunk of another tree
6. A nest lined with leaves
7. Storing nuts for winter
8. Where nuts are hidden
9. Grow from the seeds

Writing sentences

Write three or four sentences about an animal you have enjoyed watching. It may be a goat, a dog, a frog, a deer, a chipmunk, a horse, or some other animal. Begin each sentence with a capital letter and end it with the correct punctuation mark.

Make sure that you did not write just a group of words when you should have written a sentence. Find out whether you ran any sentences together. If you made any mistakes, correct them. Then show your paper to your teacher.

2. Combining Ideas

To read and think over

Here is what Jack said about a club meeting:

The Starlight Club is going to meet. The meeting will be tonight. We hope that all the boys will be there. We hope that all the girls will be there too. We want to elect officers. We want to plan a party too.

How many sentences did Jack use?

This is what Mary said about the same meeting:

The Starlight Club is going to meet tonight. We hope that all the boys and girls will be there. We want to elect officers and plan a party.

How many sentences did Mary use? Did she tell everything that Jack told? Which of Jack's words did she leave out? What words did she add?

Sometimes the ideas in two or more sentences may be combined into one sentence by using such words as *who*, *which*, and *that* to connect the parts. For example:

Daniel Boone was a great hunter. He lived in Kentucky.

Daniel Boone was a great hunter *who* lived in Kentucky.

Joe found a hammer. It had been lost for a month. He found it yesterday.

Yesterday Joe found a hammer *which* had been lost for a month.

Think how you would combine the ideas in each of the following groups to make one sentence. Leave out words and add words if you need to, but tell everything that the group of sentences tells.

1. Tom and I went to the haunted house. We went day before yesterday. It is on Birch Street.
2. Sally went to the show. Ruth went with her. They went to the library too.
3. Jim picked up a cap. It was on the table. He hid it. He hid it behind a big chair.
4. I saw some circus lions yesterday. There were seven of them. They were with their trainer. They were in a big cage.
5. Robin Hood was an outlaw. He lived in the woods. He lived with his men.

Talking together

1. How many sentences did Jack use when he announced the club meeting? How many did Mary use?
2. What words that Jack used did Mary leave out of Jack's announcement? What words did she use that Jack did not use?
3. Was Mary's announcement better than Jack's? Why?
4. Why should you sometimes combine into one sentence the ideas in a group of sentences?

If you are asked to do so, give the sentence that you made for one of the five groups of sentences. Find out whether you combined ideas correctly.

Writing sentences

Copy this paragraph. Combine sentences that need to be combined. Add any word you need. Leave out words you do not need. Do not run sentences together.

The new school is being built on Walnut Street. It is between Third Avenue and Fourth Avenue. It is to be made of stone. There will be some bricks in it too. There are to be twenty classrooms on the first floor. The gymnasium will be there. The building will be a hollow square. A large playground will be in the middle of the square.

Use these questions to help you find out whether you made a mistake:

1. Is each group of words that looks like a sentence really a sentence?
2. Did you keep your sentences apart?
3. Where did you use periods and capital letters?

If you find any mistakes, correct them.

Reading aloud

If you are asked to do so, read your paragraph aloud. Find out whether you combined the ideas correctly.

If you need more practice do the exercise on page 144.

3. Beginnings of Sentences

To read and think over

Sometimes at the beginning of sentences boys and girls use words such as *well*, *why*, or *so* when they are not needed. Find the words that are not needed in this short conversation:

TED: Are you going to the club meeting this evening?
BOB: Well, I don't know yet. I may have to work at home.
TED: Why, what's the matter?
BOB: Well, I poured some glue on the basement floor yesterday when I was making an airplane.
TED: Why did you do that?
BOB: I didn't intend to. It made quite a mess. I'll have to clean it up tonight. Why, it may take an hour to clean it well.
TED: Well, you can get that done in time for the meeting. Why don't you plan to come? Shall I call for you?
BOB: Well, yes, thank you.

When boys and girls use two or more sentences in telling about a topic, they sometimes begin too many of the sentences in the same way. With what word did Ted begin most of the sentences in this report?

The club met last night. We elected officers. We chose Bob to be the president. We made plans for a party after he took charge of the meeting. We are going to have the party next Friday. We decided to give prizes to the winners in six contests.

If Ted had given his sentences as they are in the following report, would they have been more interesting than they were? Why?

The club met last night and elected officers. For president we chose Bob. After he took charge of the meeting, we made plans for a party to be given next Friday. We decided to give prizes to the winners in six contests.

Talking together

1. What unnecessary words were used in the sentences of the conversation between Ted and Bob?

eep blocks out of your way.

Listen as someone reads aloud the conversation as it is written and then as it would be if the unnecessary words at the beginnings of sentences were left out. Help your class decide why you should not use unnecessary words at the beginning of sentences.

2. In what way did Ted begin too many of his sentences when he told about the club meeting?

Listen as the two groups of sentences about the club meeting are read aloud. Then help your class decide why, in telling about a topic, you should not begin many of the sentences with the same word.

Improving sentences

Copy the following paragraph. Leave out the unnecessary words at the beginnings of sentences. Change the beginnings of sentences that should be changed.

Last night I saw Porky Pig again at the movie. Why, he got into more mischief than I ever heard of. He turned in false alarms to the fire station after dark one night. He stole the patrol wagon while the police looked for him. He blew a siren while he rode on a roller coaster in the park. Well, he was finally caught and put in jail.

Make sure that you used capital letters and periods where they are needed. If you made any mistakes, correct them.

If you are asked to do so, read your copy aloud. Find out whether the class thinks you improved the sentences.

4. Other Words of Like Meaning

To read and think over

For each word (or words) printed in italics in the following story, choose a word (or words) from the list that has the same number. Choose words that change the meaning of the story as little as possible. Use the picture to help you.

HENRY'S LUCKY DAY

"Henry! Henry! Get up (1) *at once!*" called his mother early one (2) *snowy* morning. "(3) *Throughout* the night we have had a (4) *blizzard.* If you hurry, you can (5) *surely* get a chance to earn some money for your ski outfit."

(6) *Even though* Henry would have liked to sleep longer, he (7) *sprang* up, hurried into his clothes, and ate a good breakfast. Then he (8) *dashed* down to the basement, (9) *grabbed* a (10) *scoop,* and rushed over to Mr. Abbott's house.

"Mr. Abbott, may I have the job of cleaning your walks today?" Henry asked.

"How much do you charge?" Mr. Abbott inquired.

"Fifty cents," replied Henry very politely.

"I'll (11) *think about* that, Henry," Mr. Abbott said very (12) *solemnly.* Then he added generously, "Let's make it a dollar."

1. rapidly	2. foggy	3. during
swiftly	wintry	over
immediately	balmy	inside
gradually	sultry	within
soon	fierce	from

4. hurricane	5. usually	6. since
squall	perhaps	because
snowstorm	possibly	as
whirlwind	certainly	while
tornado	probably	although

7. rose	8. strolled	9. held
jumped	wandered	hoisted
mounted	darted	took
climbed	sauntered	seized
hiked	moped	captured

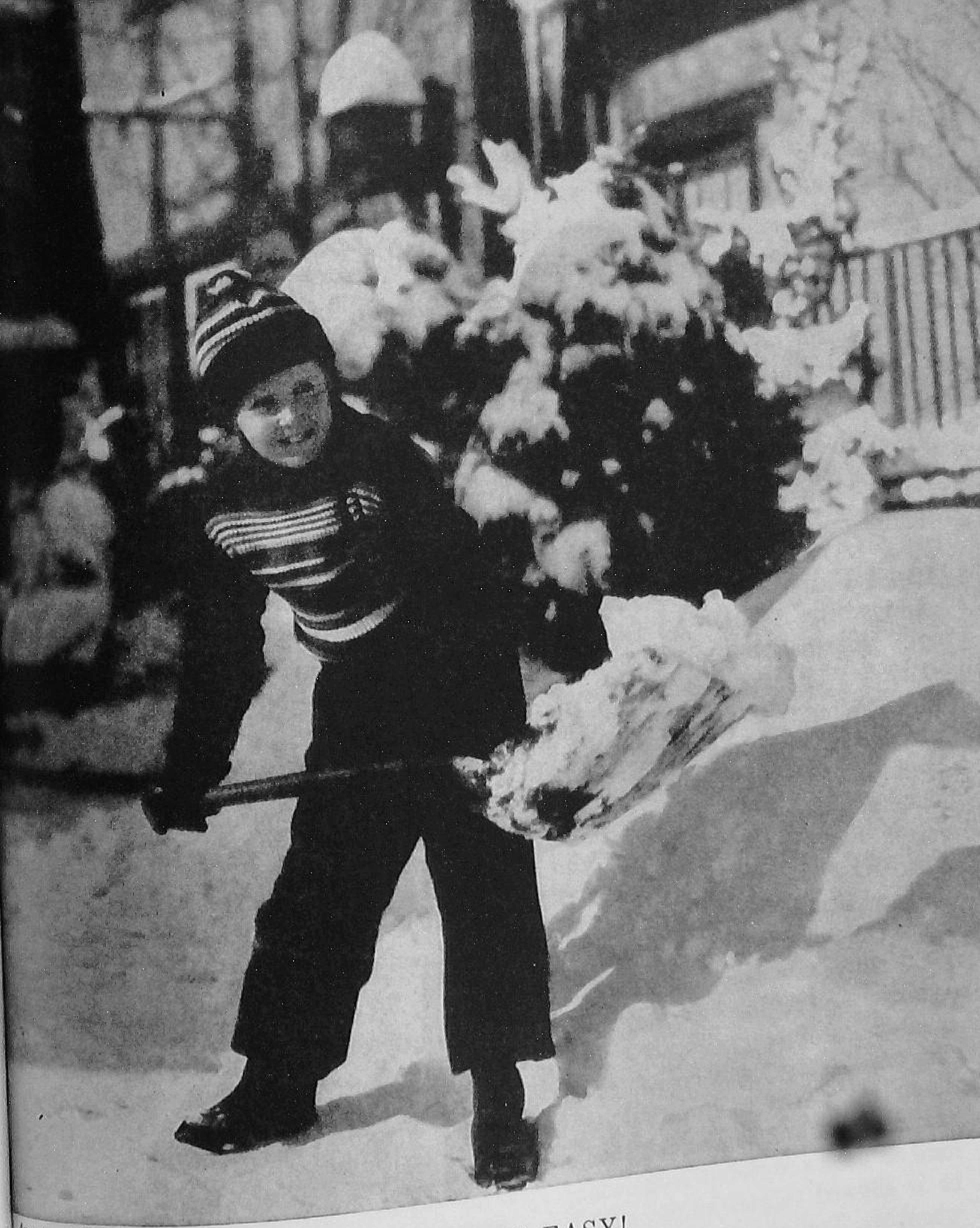
10. shovel	11. view	12. grimly
spade	consider	seriously
hoe	puzzle	smartly
scraper	discuss	stubbornly
pan	argue	proudly

Writing words you chose

Write the words you chose. Number them to show where each belongs in the story.

Talking together

If you are asked to do so, read the story aloud, putting in the words you chose. Help the class decide which word (or words) in each list will change the meaning of the story the least.



Armstrong Roberts

THIS IS EASY!

To read and think about

Do you think Henry is pleased with his job? Why? What is he using to handle the snow? Has the snow fallen recently or has it been lying a long time?

Writing opposites

Find in the numbered groups on page 140 an opposite for each of the following words. Write the words in pairs.

clear	released	slowly	sank
under	cold	lowered	unlikely

Get someone to check your paper while you check his.

5. Using What You Have Learned

A conversation to read

Should any parts of this conversation be improved?

ALICE: Did you hear about Mr. Tap and his horse?
JOE: No, what happened?
ALICE: Well, last Friday morning Mr. Tap went to the barn to hitch Toby to his wagon and Toby was lying in his stall and wouldn't get up. You know Toby pulls Mr. Tap's milk wagon.
SAM: Why?
ALICE: Because Mr. Tap makes him.
SAM: I didn't mean that! I want to know why Toby wouldn't get up.
ALICE: Because Toby thought it was Sunday.
BOB: Are you trying to fool us? What does Sunday have to do with it?
ALICE: Why, I mean it! Toby works hard six days a week but each Sunday he is allowed to rest all day and so when Mr. Tap went to the barn this morning, Toby probably decided it was Sunday.
TOM: Well, how could Toby think it was Sunday? Why, a horse can't tell one day from another.
ALICE: Well, it seems that Mr. Tap has worn the same suit of clothes each work day for years, and on Sundays he has worn his Sunday suit. Last Friday he began to wear his Sunday suit as a work suit and I suppose that fooled Toby.
JIM: Did Mr. Tap get Toby up?
ALICE: Yes, he did. He went into the house and put on his old suit. Well, soon he came back and when Toby saw him, he got up, walked over to the milk wagon, and stood there waiting to be hitched up and so Mr. Tap laughed.

Think of answers to these questions:

1. What sentence was needed where only one word was used?
2. How would you separate the sentences that were run together?
3. What words at the beginnings of sentences would you have left out?

Working together

If you are asked to do so, take part in reading the conversation aloud. Do these things:

1. Use a sentence for the part of a sentence that was not understood.
2. Separate the sentences correctly.
3. Leave out useless words at the beginnings of sentences.

More Practice

I

Using negatives

Decide which of the following words should be used in each blank in the conversation given below.

no one	anyone	no	any
nothing	anything	none	some
never	ever	something	

EDITH: Lucile Ross has __1__ been in our school before. Shouldn't we do __2__ to make her feel at home?

BARBARA: I can't think of __3__ to do. There aren't __4__ parties this week. We have __5__ club meetings either. Doesn't __6__ know of __7__ else we could do?

ELIZABETH: Hasn't __8__ asked her to join the girls' marble tournament?

LOUISE: __9__ has asked her yet. There isn't __10__ partner for her.

HELEN: I have __11__ partner. I'll ask her, but if she doesn't have __12__ marbles, I don't have __13__ to lend her.

LOUISE: I don't have __14__ either, but I can borrow __15__ from my brother.

ALICE: Lucile doesn't know __16__ about playing marbles. You won't stand __17__ chance of winning with her for a partner, Helen.

HELEN: I'm not __18__ expert myself. I've __19__ been in a tournament. There's __20__ to do but try for beginners' luck.

Number a sheet of paper from 1 through 20. After each number write the word that should be used in the blank that has the same number.

Check your paper to be sure that you did not use two negatives in the same sentence.

Using good and well

Think whether *good* or *well* should be used in each blank in the following conversation:

BEN: The Traylor twins are __1__ athletes. Both Tom and Dick play basketball __2__. Tom doesn't throw goals as __3__ as Dick, but he makes as __4__ a guard.

HARRY: I know Tom swims and dives __5__. Dick swims as __6__ as Tom, but he doesn't dive __7__ enough to match him. You play baseball with them, Joe. Are they __8__ players?

JOE: Yes. Tom pitches __9__ and catches __10__. Dick's a __11__ batter and runs __12__ too.

BEN: With two such __13__ players, our team ought to play __14__ enough to win some prizes.

Number a paper from 1 through 14. After each number, write the word

which should be used in the blank that has the same number.

Check your paper to be sure that you used *good* to tell about or to describe some person or some thing, and *well* to tell how something is done.

II

Finding, making, and writing sentences

In the following numbered exercises find the three groups of words that are not sentences. Use each of these groups in making and writing sentences.

1. It was a cold, rainy night.
2. A shivering puppy that seemed to be lost.
3. Mother and I dried his wet coat and fed him well.
4. An advertisement in the paper but no one claimed him.
5. Now the most popular dog in our neighborhood.

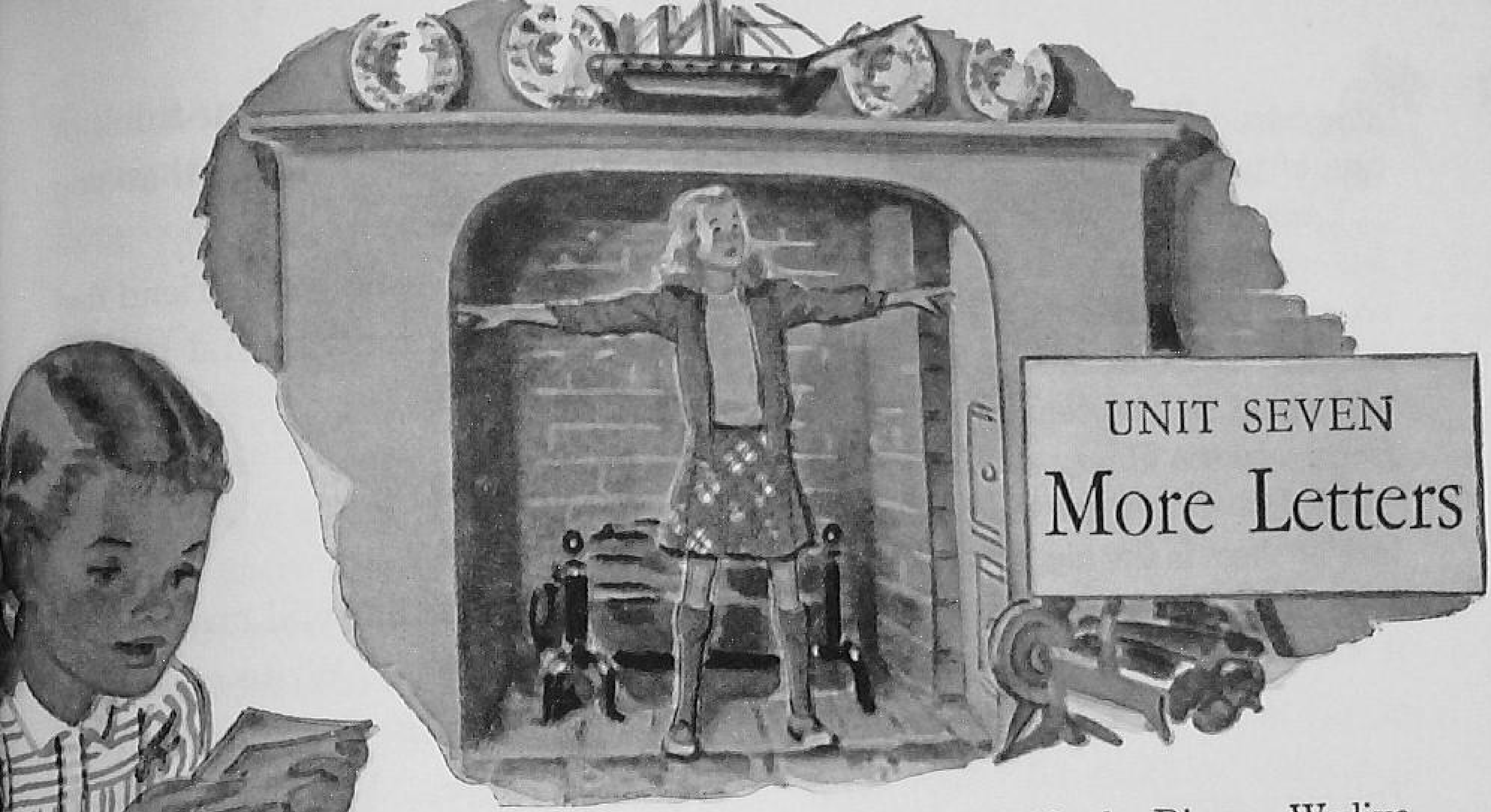
Does each of your sentences make sense by itself? The groups of words numbered 2, 4, and 5 are "dummies." Did you use them in making good sentences?

Combining and writing sentences

As you copy the following paragraph, combine ideas that you think should be put into one sentence.

1. Pack rats have queer habits. 2. They carry off bits of mirrors. 3. They carry off small pieces of glass too. 4. Sometimes they take silver spoons. 5. They take jewelry too. 6. The rats carry these bright objects to their nests. 7. They never use them. 8. One summer Aunt Lucy lost her favorite bracelet. 9. She was staying at our mountain cabin. 10. Two years later I found it in a pack rat's nest. 11. The nest was in an old mattress. 12. The mattress had been stored in the attic of our cabin for years.

Did you combine the ideas in sentences 2 and 3? Did you combine the ideas in sentences 4 and 5? Did you use the word *but* or the word *which* in combining the ideas in sentences 6 and 7? Did you use *when* or *while* in combining the ideas in sentences 8 and 9? Did you combine the ideas in sentences 10, 11, and 12?



UNIT SEVEN
More Letters

CHAPTER NINETEEN

Writing Letters

1. Interesting Letters

To read and think over

Which of these letters do you think is the more interesting? Why?

8 Willard Street
Cambridge, Massachusetts
April 3, 1941

Dear Sam,

We had a good trip from Iowa to Cambridge. We had no trouble with the car.

Cambridge is an interesting place. Some of the houses are very old. We live in one that is almost two hundred years old.

Yesterday we went to see Longfellow's old home. It is only about a block from here.

Some day this spring I am going sailing on the Charles River. We live about two blocks from it.

The weather is not very good. It is rainy and cold. People keep saying it will soon be warm.

Last night I had fun at a party.

Sincerely yours,
Harry Cline

8 Willard Street
Cambridge, Massachusetts
April 3, 1946

Dear Jean,

The house we are living in is almost two hundred years old. The fireplace in the living room is big enough for me to stand up in and spread my arms out as far as I can. Long ago the people who lived here did all their cooking in it. On each side of the fireplace there is a cupboard in which salt was kept dry and food was protected from freezing. The stairway is narrow and winding. If you were here we could dress up and play stories of

long ago. We could use your collection of pioneer dolls.

Yesterday we went to see Longfellow's old home. It is very interesting. On a landing on the big front stairway is the clock that Longfellow told about in his poem *The Children's Hour.* In the library are the desks at which Longfellow sat when he wrote. One of them is the highest desk I ever saw. Longfellow stood up to write at it when he was tired of sitting down.

Sincerely yours,
Judith Cline

Talking together

1. How many different topics did Harry tell about in his letter? How many did Judith tell about?
2. Who told enough about each topic to make it interesting?
3. Which letter was the more interesting? Why?

Working together

Help your class answer correctly these questions about making a letter to a friend interesting:

1. What topics should you write about?
2. What should you do about questions that your friend has asked you in his letters?
3. Should you write about only one or two topics or about many topics? Why?
4. How much should you tell about a topic?
5. Should you tell what you think or how you feel about a topic that you write about? Why?
6. How can you make your friend feel that the letter is for him and not for just anyone?

Writing sentences

Write six rules that will answer the questions correctly. Write each rule in one sentence if you can do so. Save your paper. You will need it in the third lesson.

2. More about Letters

To read and think over

Think of answers to each of these questions:

1. Why should you answer promptly the letters that you receive?
2. Why should you mail a letter promptly?
3. Why should you not read a letter that belongs to another person unless he asks you to do so?
4. Why should you spell words correctly and make your handwriting clear in a letter?
5. Why should you read your letter over before you mail it?
6. In a letter to a friend why should you answer questions that he has asked?

Talking together

Help your class answer the six questions correctly.

Writing sentences

Write sentences that answer the six questions correctly. Number the sentence or the group of sentences that answers each question. Keep your sentences apart. Use capital letters and punctuation marks correctly.

The class should choose a paper that is neat and correct for the bulletin board.

3. Writing a Letter

To read and do by yourself

Choose someone to whom you should write a letter. It may be one of these persons:

1. A classmate who is ill
2. A friend who has moved away
3. Someone you met on a trip
4. A relative such as an uncle, a cousin, a brother, or a grandparent
5. Someone to whom you owe a letter

Now think of topics that you could write about in your letter. The pictures on page 148 and the following questions may help you:

1. What has happened to someone who is a friend of the person to whom you are writing?
2. What exciting thing has happened to you or to someone in your family?
3. What questions has your friend asked in letters he has written to you? On what topic would he like to have you express your opinion?
4. What do you want to do during your next vacation?

Choose one or two topics to write about in your letter. In doing this follow the first rule that you wrote in Lesson 1.

Now decide what you will say in your letter. To make it interesting, follow the other rules that you wrote in your last lesson.

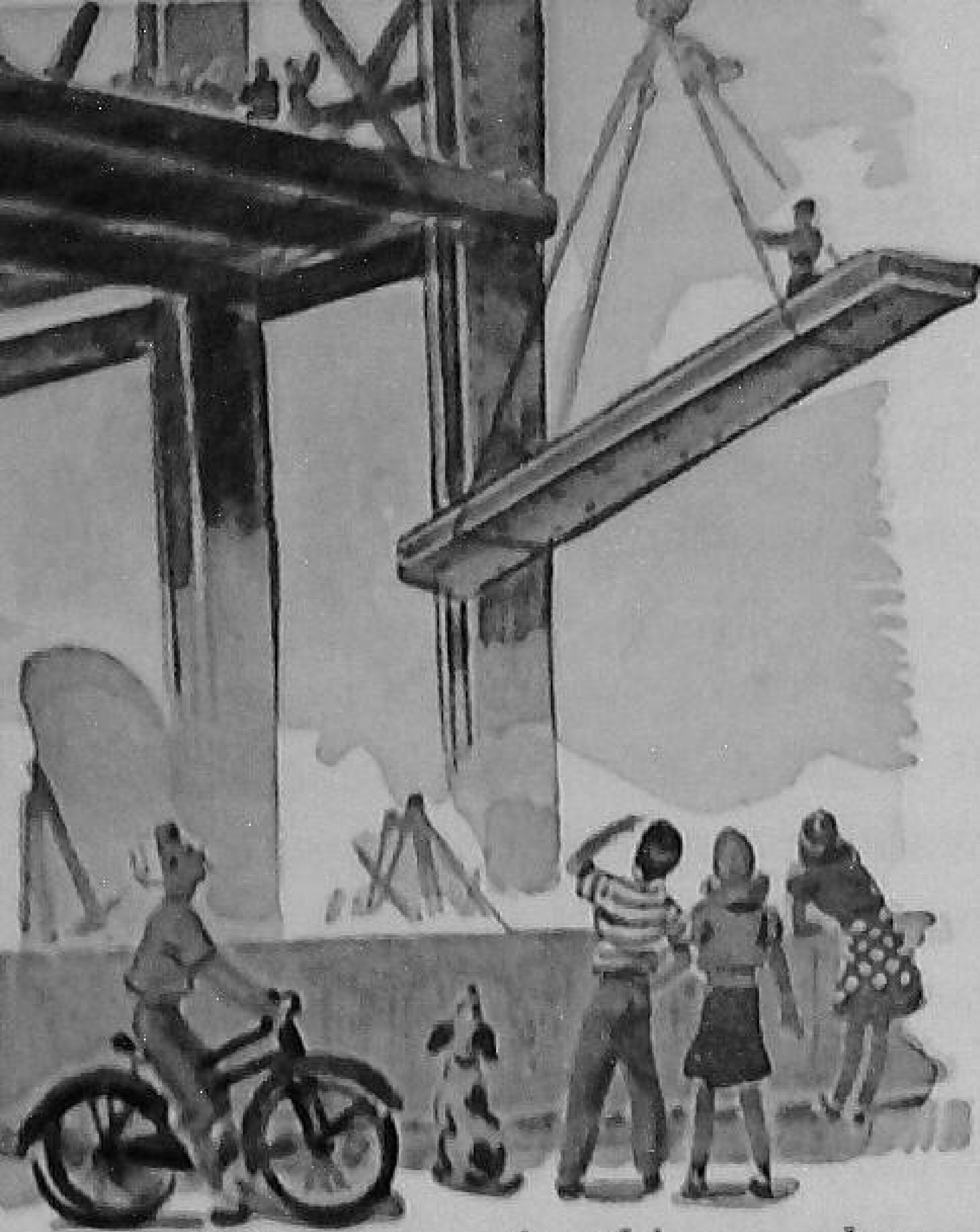
Read again on page 30 how to put the five parts of a friendly letter on a sheet of paper. Study the pattern on page 31. Notice where capital letters and punctuation marks are used.

Writing your letter

Now write your letter on a clean sheet of paper. Place the parts correctly on the paper. Use capital letters and punctuation marks where they belong. Keep your sentences apart. Be sure that each sentence tells or asks what you meant it to say.

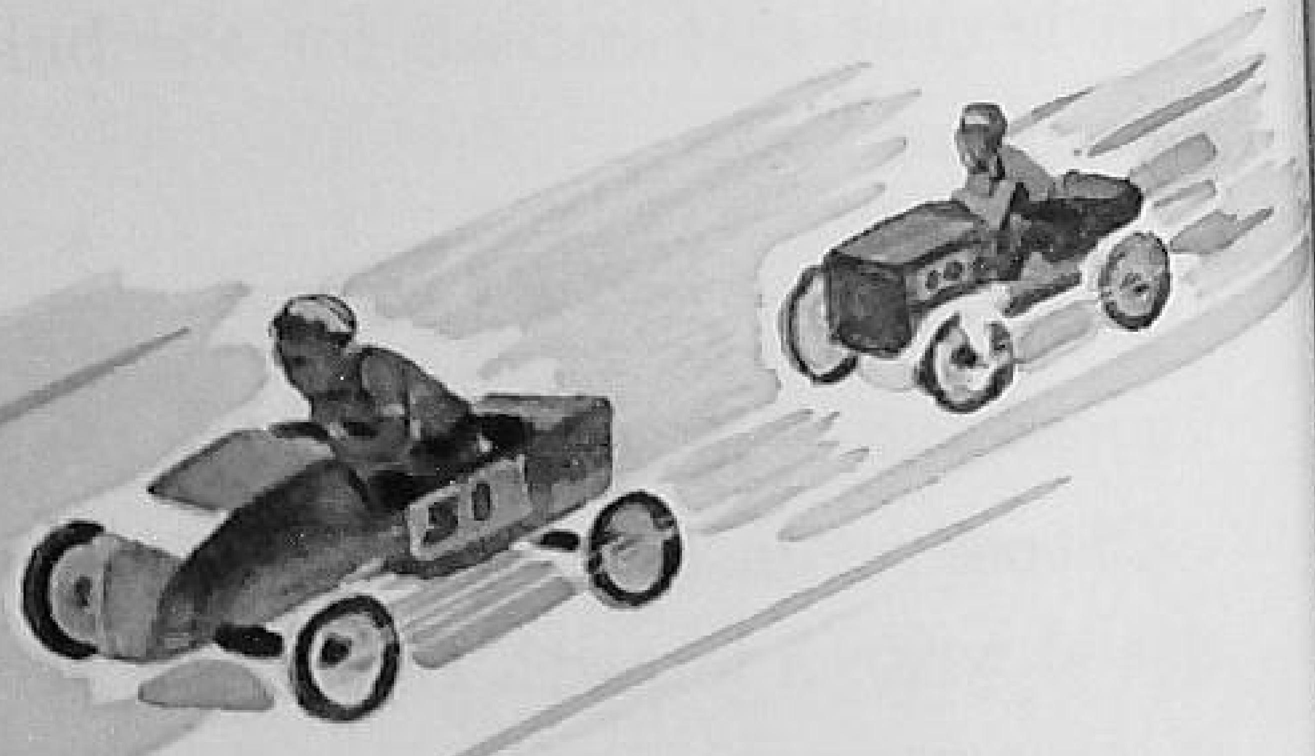
Checking the letter

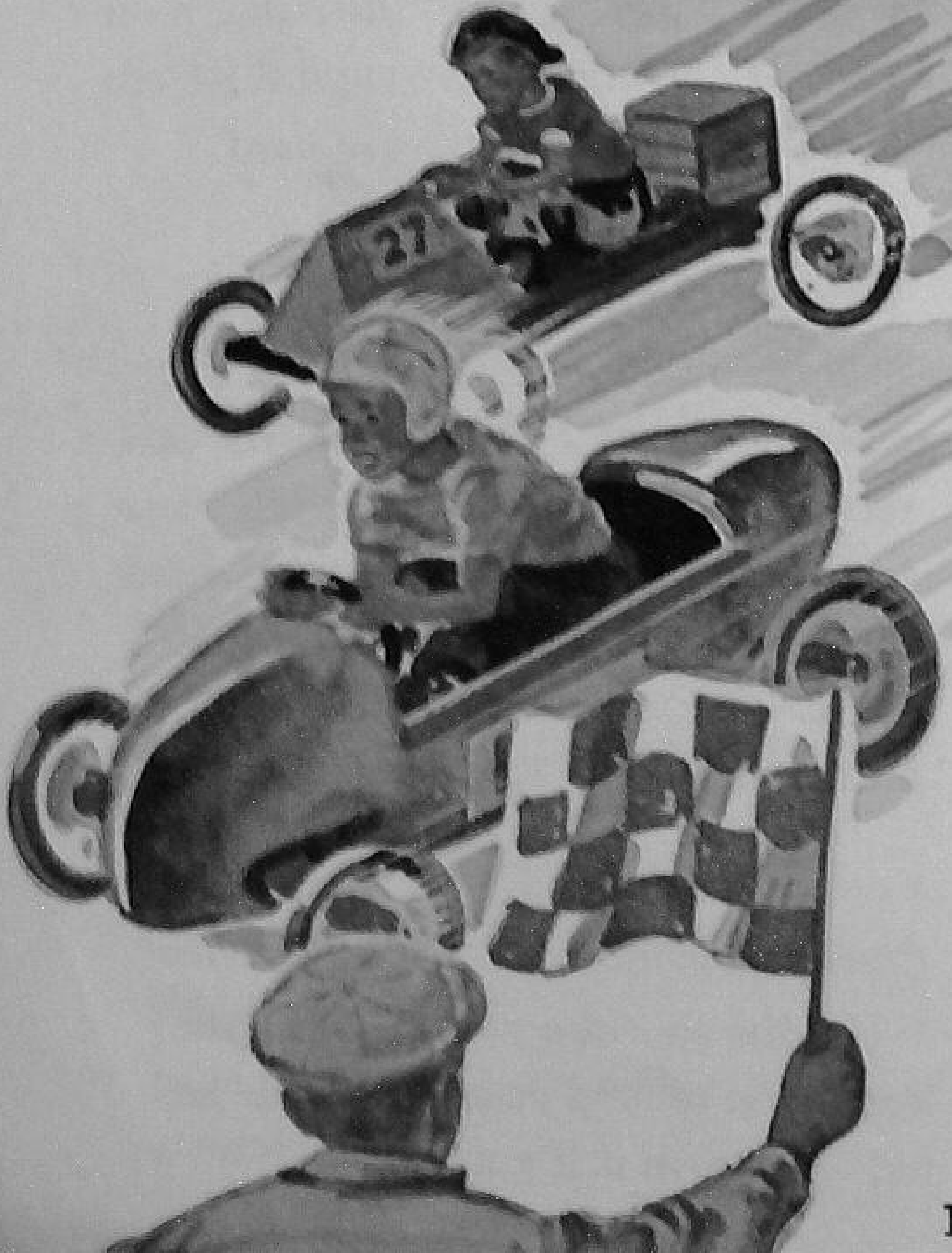
Use the six rules you wrote in your last lesson to help you check your letter. Improve it if you can.



1. *What interesting things are happening in your neighborhood?*

2. *What interesting things have happened at home?*





3. *What exciting races have you seen?*

If you wish to do so, show the letter to your teacher. Correct any mistakes that are found.

Take your letter home and plan to mail it. Address an envelope correctly. Make sure that each address tells what it should tell.

4. More about a Business Letter

To read and think over

You have learned these two rules for writing a business letter:

> **In a business letter tell everything that the person to whom you are writing will need to know in order to do what you want him to do.**
>
> **Do not tell things that he does not need to know. Do not tell the same thing more than once.**

What is wrong with the body of this letter?

815 Rankin Street
Adel, Iowa
April 5, 1946

Model Flour Mills
615 Fifth Street
Greeley, Colorado

Dear Sirs:

We are studying about wheat in our social studies class. We have been working on the topic for a week. Please send me a copy of one of your free pamphlets. We are finding out interesting things about wheat. We saw a movie about a wheat farm last week. Please do not forget to send the pamphlet. I shall be looking for it next week.

Yours truly,
Betty Blue

Often the writer of a good business letter gives the purpose of the letter in the first part of the body. He tells there what he wants sent to him. Where did Betty give the purpose of her letter?

Where did Jack give the purpose of the following letter?

318 Arbor Street
Adel, Iowa
April 5, 1946

A. J. Davis and Company
3145 Euclid Avenue
Des Moines, Iowa

Dear Sirs:

Please send me some of the pictures of South America which you give to boys and girls in this state. I should like pictures of the people rather than those of the country or of the animals. Argentina and Brazil interest me more than the other countries. Please send the package to me at the Porter School, Adel, Iowa.

Yours truly,
Jack Parker

Talking together

1. What should Betty have told in her letter that she did not tell? What should she have left out?
2. In what part of the body of a business letter is the purpose of the letter often given?
3. Where did Betty give the purpose of her letter? Where did Jack give the purpose of his?

To read and do by yourself

Find where the purpose of this letter is given.

Cudahy Packing Company
221 North La Salle Street
Chicago, Illinois

Gentlemen:

We should like to know how meat is prepared for market and how the different kinds of sausage are made. Please send me any free pamphlets and pictures you have about canning meat. We should also like to know what is done with the hides of cattle. Our class wishes to get reliable information about the packing industry. May I hear from you soon?

Yours truly,

Copy the letter. Use your address and the present date for the heading. Place the sentence that tells the main purpose of the letter at the beginning. Sign your own name.

Working together

If you are asked to do so, read your copy aloud. The class should decide which sentence should be placed first.

5. Using What You Have Learned

To read and think over

Here are a few places to which boys and girls have sent business letters:

1. To the National Safety Council at 20 North Wacker Drive, Chicago, Illinois, for posters and booklets about safety.
2. To The Field Museum of Natural History at Roosevelt Road and Lake Michigan, Chicago, Illinois, for *Museum Stories for Children*. (The boys and girls told what topics they were interested in so that they would get the stories they needed.)
3. To the Visual Aids Department in their own state university for moving pictures and lantern slides on interesting topics. (The boys and girls told what topics they were interested in.)
4. To the Educational Director of the state museum in the capital city of their own state for booklets and pictures on different topics. (The boys and girls told what topics they were interested in.)

On page 36 you can find a list of other places to which boys and girls have sent business letters.

Talking together

Help your class make a list of business letters that they should write and a list of places to which the letters should be sent. These questions may help you:

1. What topic is the class studying now in social studies or in science?
2. What information or supplies should the class have for their work?
3. What places should the class visit? Should they get permission to make those visits?
4. What booklets and pictures have you heard of or seen that were sent free to boys and girls?

To read and do by yourself

Read again Jack Parker's letter on page 149. Notice how the six parts are placed. Notice where capital letters and punctuation marks are used.

Now write one of the business letters which your class decided should be written. Follow these rules:

> **1. Tell everything that the person to whom you are writing will need to know in order to do what you want him to do.**
> **2. Do not tell things that he does not need to know. Do not tell the same thing more than once.**
> **3. Tell the purpose of your letter in the first part.**

Use these questions to help you find out whether you made mistakes in your letter:

1. Did you use capital letters and punctuation marks correctly?
2. Did you keep your sentences apart? Is each group of words that looks like a sentence really a sentence?
3. Does each sentence in your letter say what you mean it to say?

Correct any mistakes you find. Then give your letter to your teacher. If your letter is chosen by the class as the one to be mailed, make plans for mailing it.

CHAPTER TWENTY

Capital Letters and Punctuation Marks in Letters

1. Using Commas Correctly

To read and think over

Is this letter easy to read? Is the meaning of each sentence entirely clear?

Dear Margaret,

We had our class picnic last Saturday. Mary Lou Sue Ellen and I planned the food. I took lettuce salad chocolate cake and ham sandwiches. We had more than we could eat.

Bob brought his baseball bat mask and glove. The other boys brought their gloves. All of us had a good time playing baseball running races wading in the creek and trying to fish. I wish you could have seen us.

With love,

Dorothy Rudd

How many girls planned the food? How many things did Dorothy take? How many things did Bob take?

If Dorothy had made clear what she meant, the letter would have been written in this way:

We had our class picnic last Saturday. Mary Lou, Sue, Ellen, and I planned the food. I took lettuce salad, chocolate cake, and ham sandwiches. We had more than we could eat.

Bob brought his baseball, bat, mask, and glove. The other boys brought their gloves. All of us had a good time playing baseball, running races, wading in the creek, and trying to fish. I wish you could have seen us.

Do you know now how many girls planned the food for the picnic and how many things Dorothy took? Do you know how many things Bob took?

To read to yourself and remember

A list of names of things, places, persons, actions, or qualities in a sentence is called a series.

A series may be made up of single words or of groups of words.

In each of the following sentences a series made up of single words is written correctly. Notice where commas are used.

1. Mary, Alice, Sue, and Sally wore snow suits today.
2. I had turkey, dressing, salad, and turnips for dinner.

In the following sentences, each series is made up of groups of words. Notice where commas are used.

1. Last summer I learned to swim, to row a boat, and to catch trout.
2. Shall I go with Uncle Jim, with Mother, or with Tom and Dick?

In writing a series, use commas to separate the single words or the groups of words that make up the series.

Between the last comma and the last word, or the last group of words, use the word *and* or the word *or*. Use the word that gives the meaning you wish to give.

Talking together

1. When you first read Dorothy's letter, how many girls did you think planned the food for the picnic? How many things did you think Dorothy had taken? How many did you think Bob had taken?

2. How many girls did the planning? How many things did Dorothy take? How many did Bob take?

3. Why should commas be used to separate the words or the groups of words in a series?

Working together

Help your class decide where commas should be used in these sentences to separate the words or the groups of words in each series:

1. I enjoy football baseball skating and skiing.
2. The names of the Great Lakes are Lake Michigan Lake Erie Lake Huron Lake Ontario and Lake Superior.
3. Dad Mother Louise and I visited Washington New York and Boston.
4. A canary three goldfish a kitten and a puppy are all the pets I have.
5. Next summer at the lake I am going to row a boat float on my back dive from a springboard and go sailing.

Writing sentences

Think how you would answer the following questions. Use a sentence for each answer.

1. What are your four favorite desserts?
2. What are the names of four boys or of four girls in your room?
3. What three things do you like best to do?
4. What four cities should you like to visit?
5. In what three places may elephants be seen?
6. What games do you like best?
7. In what ways do people travel? Give at least three in your answer.

Write seven sentences that answer the seven questions. Number each sentence. Use commas to separate the words or groups of words in each series. If you need to find out how to spell any words, use a dictionary.

Show your paper to your teacher. If you made a mistake, be sure that you know why it is a mistake. Then correct your paper.

2. Two More Uses for a Comma

To read and think over

Notice where commas are used in the body of this letter:

Dear Mark,

We are glad to know that you like your new school and your new home better than ever. Topeka must be an interesting place.

You asked about your billy goat. Yes, the farmer who got him from Sue still has him. The goat seems to be all right. At least he stays home now.

Write again soon, Mark. We like to hear about the interesting things you do.

Your old friend,
Roy Best

> **When you answer a question with a sentence and begin the sentence with the word *yes* or *no*, put a comma after the *yes* or the *no*.**

Here are some examples:

1. Yes, we moved last week.
2. No, Bill has not gone away.

> **When in writing to a person you address him by using his name in a sentence, separate it from the rest of a sentence by using one or more commas.**

A name used in this way is said to be *in address*. The comma used to set off the name from the rest of the sentence is called a **comma of address**. Here are some examples of the comma of address:

1. Can you guess the riddle, Joe?
2. I thought you knew, Sally, that this was April Fool.
3. Jack, did you guess the riddle?

Working together

Help your class decide where commas should be placed in the following sentences:

1. Where is your bat Sam?
2. Jack did you say you saw it?
3. No I didn't see it anywhere.
4. You have it Bill haven't you?
5. Yes I found it by the driveway.

Writing sentences

With your book closed, write these sentences as your teacher reads them aloud. Use commas where they are needed.

1. Sue, where are your skates?
2. Don't you have them, Tom?
3. No, I left them on the porch.
4. I don't know, Jean, where they are.
5. Sally, do you have them?
6. Yes, I'm wearing them.
7. May Jill have them, Sally?
8. Yes, I'll give them to her, Sue.

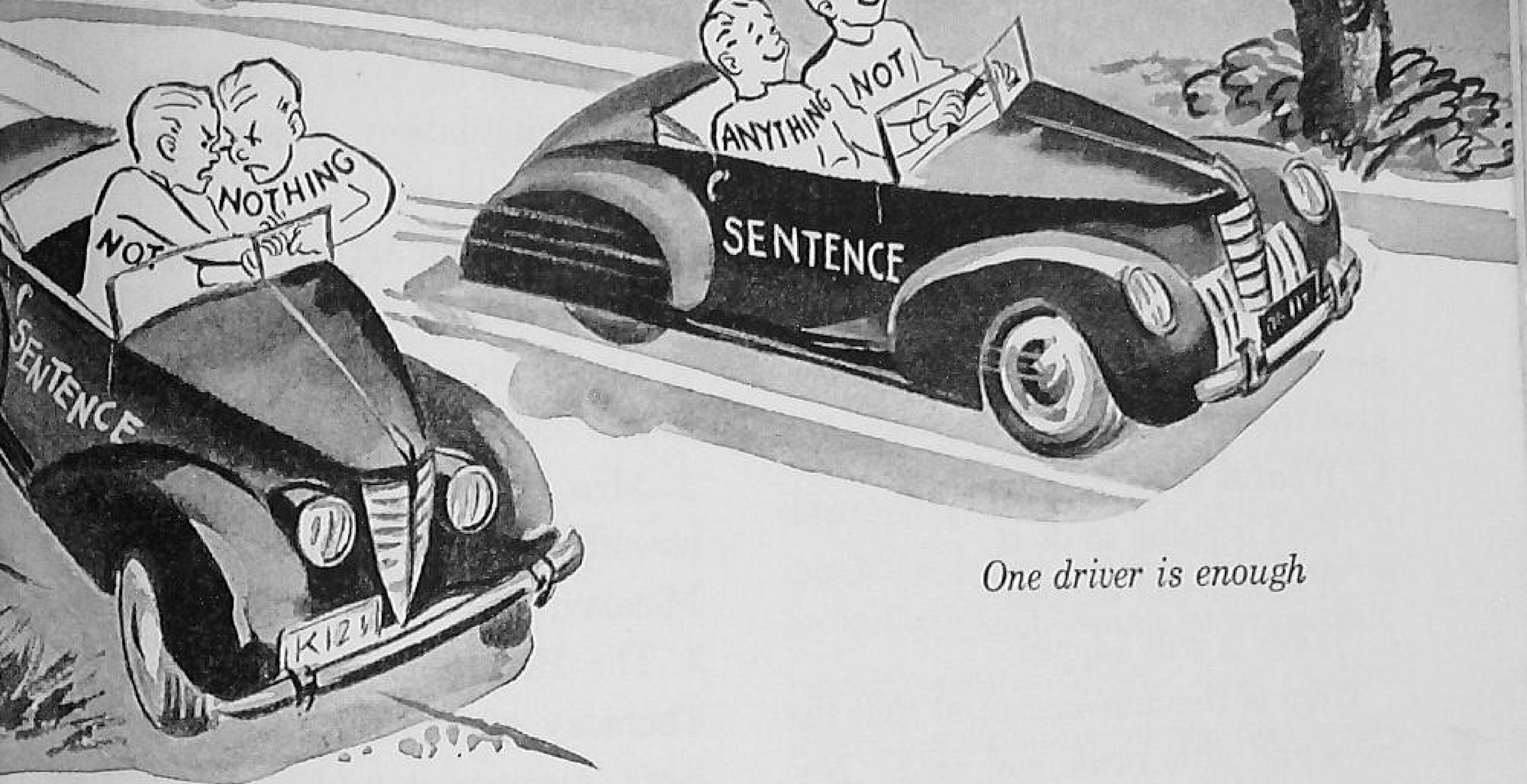
Check your paper as your teacher tells you where commas should be used. If you made any mistakes, correct them. Do the exercises on page 166.

3. Using Words Correctly

To read and think over

Which of these words are negatives?

1. nobody	2. anybody
3. nowhere	4. nothing
5. none	6. any
7. anything	8. anywhere
9. no	10. never
11. ever	



One driver is enough

Which of the two words below would you use in describing a person or thing? Which would you use in telling how something is done?

12. good 13. well

Decide which of the thirteen words belongs in each of these blanks:

Aren't we __1__ going to give our play, Miss Ray?

We should be ready to give it very __2__ by next Friday, Sue.

Aren't there __3__ of us who know our parts __4__ enough now?

Oh, yes, Sam! There isn't __5__ who doesn't know his part __6__. I haven't __7__ had boys and girls who learned their parts as __8__ as you have.

Miss Ray, we don't have __9__ costumes yet. There aren't __10__ in the stores. Isn't there __11__ in town who has __12__ old-fashioned clothes?

I think we can't borrow them __13__, Jean. We'll have to make them. There isn't __14__ else we can do.

Isn't there __15__ else we need to do before Friday? Aren't we going to make __16__ announcement about the play? There won't be __17__ except us who will know __18__ about it if we don't.

We haven't __19__ announcement ready. We haven't thought of __20__ good to say. We'll have to decide what to tell about giving the play.

Testing yourself

Number a paper from 1 through 20. After each number write the word that is needed in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud. If you made a mistake, find out why it is a mistake. Then correct it.

4. Using Capital Letters and Punctuation Marks in Announcements

To read and think over

The boys and girls decided that an announcement of their play should give the following information:

1. *What* is going to happen
2. *Who* is going to do it
3. *Where* it will happen
4. *When* it will happen

Here is the announcement that the boys and girls made and used. Notice where capital letters and punctuation marks are used.

Miss Ray's class will give the play *April Showers* in the auditorium at two o'clock next Friday afternoon. We hope you will come.

Talking together

1. What things should be told in an announcement? Did the announcement about the play tell those things?
2. Why was each capital letter in the announcement used? Where were apostrophes used?
3. For what different reasons may you need to make an announcement? When would you give it orally? When would you need to write it?

Help your class decide whether each of the following announcements tells everything that it should tell. Help decide also why each capital letter, each punctuation mark, and each apostrophe is used.

1. An exhibit of art work will be given in Room 214 next Monday.
2. The Camera Club will hold a candy sale in the main hall of Porter School.
3. Miss Bradley's Class will give an assembly program at two o'clock next Monday.
4. The Hiking Club will meet next Thursday afternoon at four o'clock. Every member should be present.

Writing an announcement

Write any announcement that your class or a group to which you belong needs to write.

If you do not have an announcement to write, write one for Miss Ford's class. They will give a concert in the auditorium of Porter School next Wednesday at three o'clock.

Use capital letters and punctuation marks correctly.

Working together

If you are asked to do so, read your announcement aloud. Find out from the class whether the announcement tells everything it needs to tell.

Show your paper to your teacher. Correct any mistakes you made.

5. Using What You Have Learned

To read and think over

Think why each capital letter, punctuation mark, and apostrophe is used in this address for an envelope and in the letter that follows.

> Jean Martin
> 523 Lowe Avenue
> Adel, Iowa
>
> Judith Cline
> 8 Willard Street
> Cambridge
> Massachusetts

523 Lowe Avenue
Adel, Iowa
April 21, 1946

Dear Judith,

I am glad that you saw Mr. Longfellow's house. Didn't you think it was interesting? A year ago Dad, Mother, Harry, and I stopped there when we were taking our trip through New England. An attendant showed us only three rooms. We weren't allowed to go through all the house. We saw the chair that the boys and girls had made for Mr. Longfellow. It was made of wood that came from the chestnut tree that stood by the blacksmith's shop.

Write again soon, Judith, about the interesting things you see.

Lovingly yours,
Jean Martin

Talking together

If you do not understand why any one of the capital letters, punctuation marks, or apostrophes is used in Jean's letter, ask to have it explained.

Testing yourself

Write on a sheet of paper your address and the present date as the heading for a letter. Then, with your book closed, write Jean's letter as your teacher reads it aloud. Use capital letters, punctuation marks, and apostrophes where they are needed.

Use the letter on this page to check your copy. Correct any mistakes that you made.

CHAPTER TWENTY-ONE

Using Words Correctly in Letters

1. Useless Words in Sentences

To read and think over

Read the following sentences. Is the word in italics needed to make the meaning of each sentence clear? What should be done with the word?

1. Jack *he* walked home with Tom.
2. Mary *she* brought my books home.
3. Sue and I *we* went to the game.
4. Betty and Helen *they* did not go to the party.
5. My bicycle *it* is broken.

> The words *she, he, it, we,* and *they* are words that we use instead of names. Do not use *he, she, we, they,* or *it* just after the name for which it stands.

In each of the following sentences is the word in italics needed to make the meaning of the sentence clear?

6. This *here* dog belongs to me.
7. That *there* bicycle is broken.
8. Are these *here* marbles yours?
9. Those *there* books are old.
10. Look where Sam *went and* hit me.
11. I'll *go* get my skates.
12. Where were you *at* last night?
13. The dog jumped off *of* the bridge.
14. Mary *had* ought to go home.

Say:	*Do not say:*
1. This	This here
2. That	That there
3. These	These here
4. Those	Those there
5. Dick	Dick he
6. Sally	Sally she
7. Joe and Tom	Joe and Tom they
8. My sled	My sled it
9. Jim and I	Jim and I we
10. Sam hit	Sam went and hit
11. Where were you?	Where were you at?
12. Bill ought	Bill had ought
13. He'll get	He'll go get
14. It fell off	It fell off of

Talking together

What are the useless words in the fourteen sentences? Why are they useless?

Listen as each of the fourteen sentences is read first as it is printed and then with the useless word left out. Help your class decide which sounds the better and why the unnecessary words should not be used.

Improving a letter

Copy this letter. Leave out the unnecessary words.

Dear Sally,

Mother, Dad, Aunt Mary, and I we took a trip to Kansas last summer. Aunt Mary she wanted to see a big sulphur spring that many people go to see. When we got there, we went and drank some of the water from that there spring. It tasted like this here sulphur tonic that is a patent medicine. I can't tell you where the spring is at because it is off of the main road. You can get a road map that will show you where it is at.

Sincerely yours,
Caroline Cobb

Check your paper as your teacher tells you what words should be left out. Correct any mistake you made.

If you made a mistake in deciding what words should be left out, read pages 157 and 158 again. Then work out exercise III, page 166.

2. Speaking of Another Person and You

To read and think over

In speaking of another person and yourself are you sometimes uncertain whether to use *me* or *I*?

Notice how the words are used here:

Right: Bill and *I* went to the show.
Wrong: Bill and *me* went to the show.

Right: Dad gave two pigs to Tom and *me*.
Wrong: Dad gave two pigs to Tom and *I*.

Right: Will you go with Sue and *me*?
Wrong: Will you go with Sue and *I*?

> **To help you decide whether to use *I* or *me* when you talk about another person and yourself, think which of the two words you would use in saying the same thing about yourself only.**

For example, think which sentence in each of these pairs is correct:

1. I went to the show.
   Me went to the show.
2. Me came home early.
   I came home early.
3. Dad got the game for I.
   Dad got the game for me.
4. It belongs to me.
   It belongs to I.

Often when a boy or a girl talks about another person and himself, he uses *him* or *her* when he should use *he* or *she* and he uses *he* or *she* when he should use *him* or *her*.

Right: He and I walked to school.
Wrong: Him and I walked to school.

Right: She and I play together.
Wrong: Her and I play together.

Right: The cart belongs to him and me.
Wrong: The cart belongs to he and I.

Right: That letter is for her and me.
Wrong: That letter is for she and I.

> In speaking of another person and yourself, if you do not know whether to say *he* or *him*, or *she* or *her*, think which of the two words you would use if you were talking about the other person only.

For example, think which sentence in each of these pairs is correct:

1. Him walked to school today.
   He walked to school today.
2. The cart belongs to he.
   The cart belongs to him.
3. Mother went with she.
   Mother went with her.
4. The letter is for her.
   The letter is for she.

When you talk about another person and yourself, speak of the other person first.

Say:	*Do not say:*
1. Tom and I	I and Tom
2. He and I	I and he
3. She and I	I and she
4. Mary and I	I and Mary
5. with Sam and me	with me and Sam
6. for Sue and me	for me and Sue
7. to him and me	to me and him
8. by her and me	by me and her

Talking together

When you talk about another person and yourself, how can you decide whether to use *I* or *me*? Whether to use *he* or *him*? *She* or *her*?

When you talk about another person and yourself, which one should you speak of first? Why?

Help your class decide which group of words should be used in each blank in the sentences that follow. If you are asked to do so, read one or more groups of sentences aloud.

Jane and I skate.

Choose I AND SUE; SUE AND ME; ME AND SUE; SUE AND I:

1. Mary gave . . . some candy.
2. . . . have bicycles.
3. Why don't you go with . . . ?
4. Bill handed them to . . . .

Choose HIM AND I; ME AND HIM; HIM AND ME; I AND HE; HE AND I:

5. . . . ate the apples.
6. Mother gave them to . . . .
7. Are you going with . . . ?
8. . . . are going to the movie.

Choose SHE AND I; ME AND HER; HER AND ME; HER AND I; I AND HER:

9. . . . are going to the library.
10. . . . came home alone.
11. Did you tell both . . . ?
12. Why don't you go with . . . ?
13. Bring some candy for . . . .

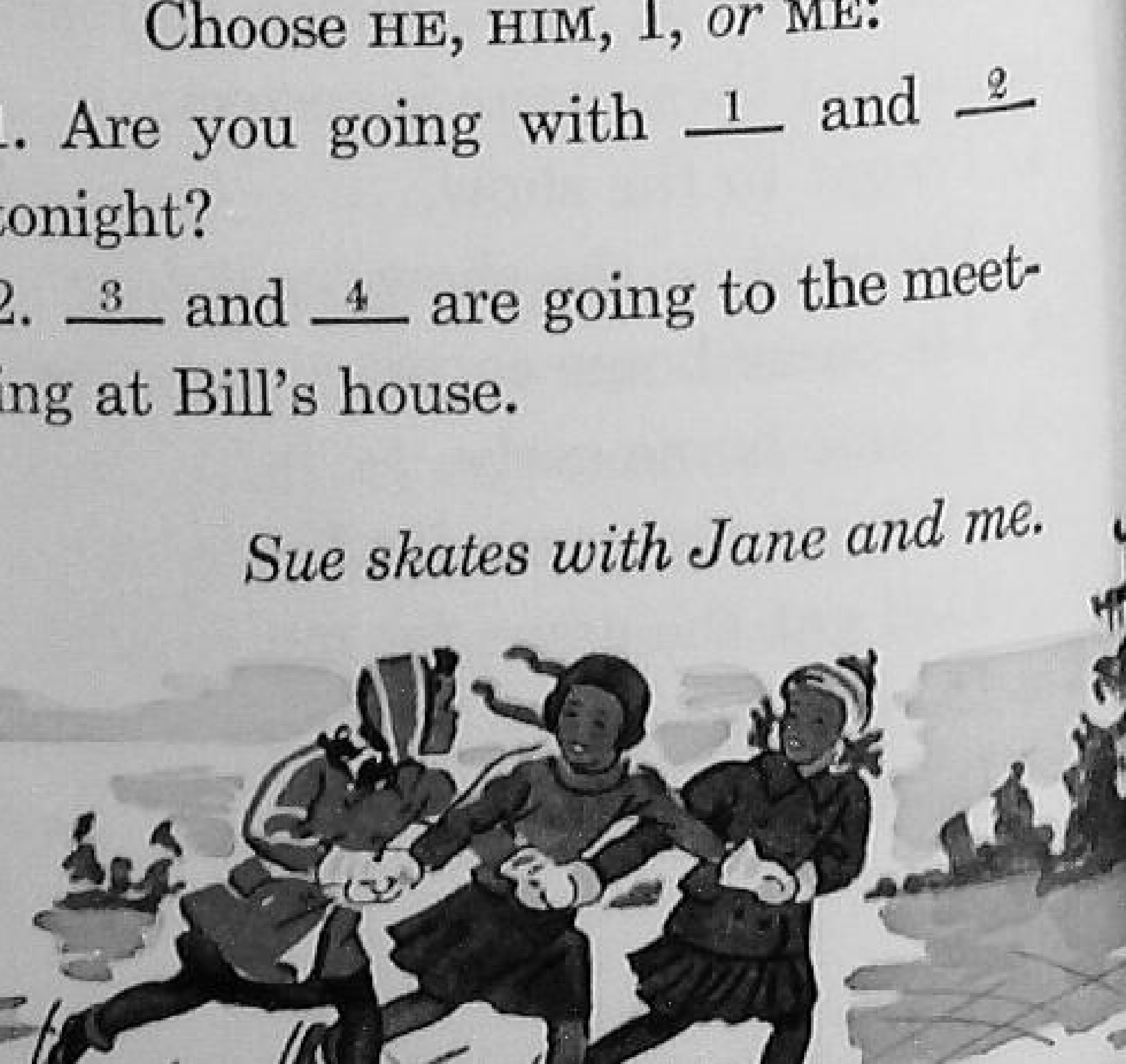
Testing yourself

Think which word should be used in each blank in these sentences.

Choose HE, HIM, I, *or* ME:

1. Are you going with ___1___ and ___2___ tonight?
2. ___3___ and ___4___ are going to the meeting at Bill's house.

Sue skates with Jane and me.



3. This book should help __5__ and __6__ to get some ideas for the club.
4. Will you wait for __7__ and __8__ to come for you?
5. __9__ and __10__ will try to be at your house by seven o'clock.
6. Don't wait for __11__ and __12__ if we are more than ten minutes late.
7. __13__ and __14__ may stop for Tom on the way.
8. __15__ and Tom and __16__ can go together to the meeting.
9. Tom may come for both __17__ and __18__.

Choose SHE, HER, I, *or* ME:

10. Will you go to the party with __19__ and __20__ ?
11. __21__ and __22__ are going together.
12. __23__ and __24__ can be at your house by three o'clock.
13. Is your mother going to take __25__ and __26__ home in the car?
14. Mother is coming for __27__ and __28__ about five o'clock.
15. Mother and __29__ and __30__ will take you home.
16. __31__ and __32__ are giving Mary a book for her birthday.
17. Miss Ray said that was a good thing for __33__ and __34__ to do.
18. I'm glad that you will go with __35__ and __36__.

Number a paper from 1 through 36. After each number write the word which should be used in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud. If you made a mistake, find out why it is a mistake. Then read again pages 159 and 160 and work out exercise IV on page 167.

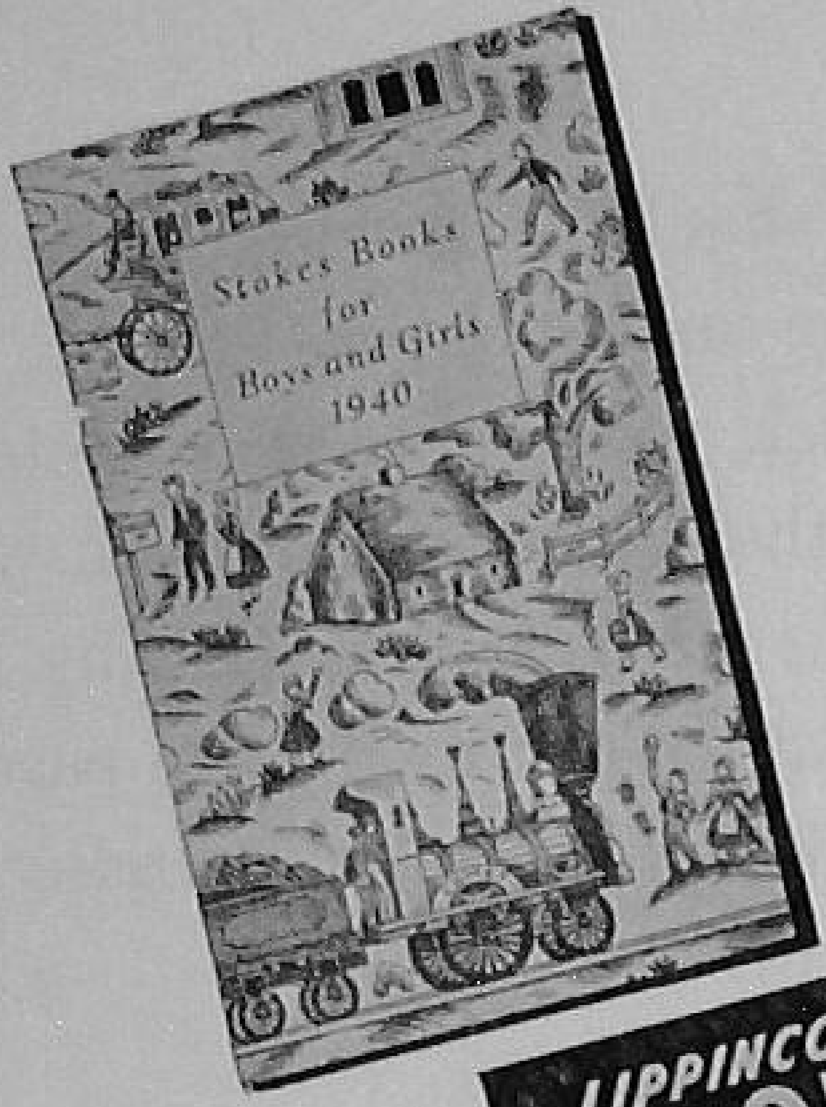
3. Using What You Have Learned

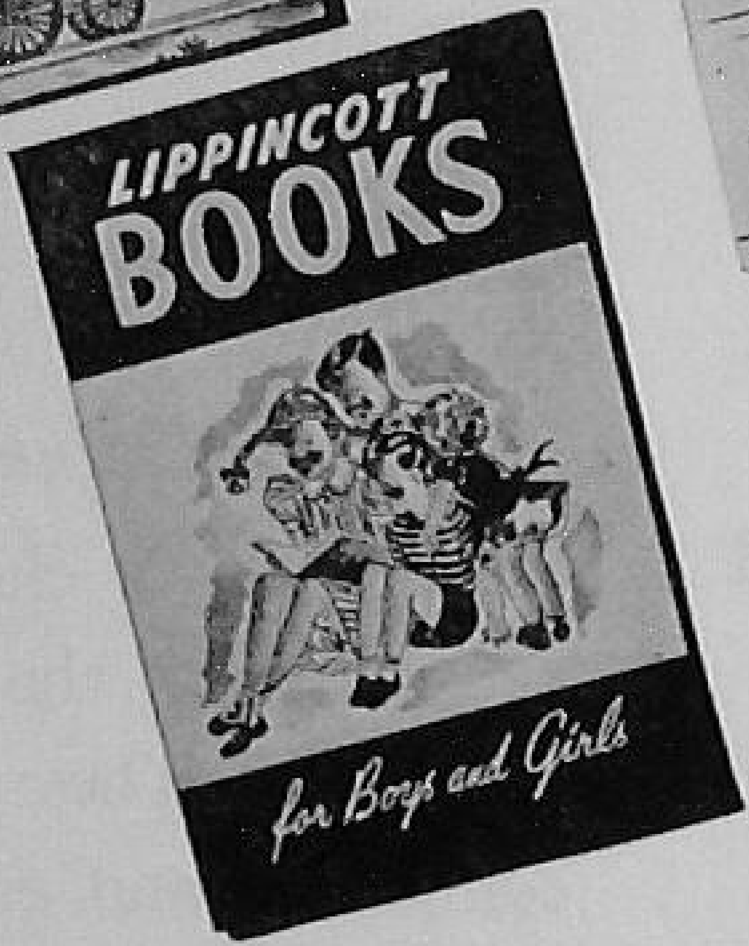
To read and think over

Miss Ray's class wanted to know the names of the new books for boys and girls. They wrote to publishing companies and asked for catalogues. On page 162 is a picture of some of the catalogues they received.

Think of business letters that your class needs to write. These questions may help you:

1. Would the class like to have catalogues of books for boys and girls? You can find the name of a publisher on the title page of each book in your schoolroom or library.
2. What pictures and booklets does the class need for their work in social studies and in science? On pages 36 and 150, you will find a list of places to which you can send for them.
3. Is there some place in your neighborhood that your class should visit? Should a letter asking permission to make the visit be sent to someone?





Talking together

Help your class decide what letter or letters should be written and what should be said in each one.

Writing a letter

Write one of the letters which the class decided should be written.

Use the following rules:

> 1. Tell everything that the person to whom you write must know in order to do what you want him to do.
> 2. Do not tell things that he does not need to know. Do not tell the same thing more than once.
> 3. State clearly the purpose of your letter.
> 4. Place the parts of the letter correctly on the paper. Use pages 30 and 35 to help you.
> 5. Use capital letters and punctuation marks where you need them.
> 6. Use words correctly.

Working together

If you are asked to do so, read your letter aloud. If someone tells you how to improve your letter, do what you can to make it better.

Show your letter to your teacher. If you made any mistakes, correct them.

If your letter is chosen by the class as one to be sent, plan to mail it promptly.

4. Testing Yourself

To read and think over

What useless words should be left out of this letter?

Dear Mark,

Do you remember that there little scottie dog of Sue's? Yesterday he went and walked downtown by himself. Sue she didn't know where he was at. Finally the man at the ten cent store called Sue on the telephone and told her that the dog he was asleep under the candy counter. He said that Sue she had ought to come for the dog before the store closed. Sue and her mother they had to go get him in the car. It seems to me that Sue had ought to train him to stay at home.

Sincerely yours,
Betty Blair

Think which word, *she, her, I,* or *me,* should be used in each blank in these sentences:

Mr. Stone left these books for Jean and me. He often gives books to ___1___ and ___2___. ___3___ and ___4___ enjoy reading. ___5___ and ___6___ have read four books together. Do you have any that ___7___ and ___8___ can read?

I have some that Miss Ray loaned to Mary and me. She gave them to ___9___ and ___10___ yesterday. ___11___ and ___12___ will soon be through with them.

Jean and I would like to have them. Will Miss Ray lend them to ___13___ and ___14___?

Choose HE, HIM, I, *or* ME:

Ted and I are going to play ball. Will you play with ___15___ and ___16___? ___17___ and ___18___ have asked Bill and Jack to play.

I'll get Sam. ___19___ and ___20___ will go after Ray and Fred. If they'll come with ___21___ and ___22___ we'll have enough for a good game.

Sam and I will go over to the vacant lot. Tell the other boys that ___23___ and ___24___ will be there. Give ___25___ and ___26___ your bats and gloves now.

To do by yourself

Copy Betty's letter on a sheet of paper. Leave out the useless words.

Next, number a paper from 1 through 26 and write the test on using *he, him, her, she, me,* and *I.* After each number write the word which is correct to use in the blank that has the same number.

Check your paper as your teacher tells you what words should be left out of the letter and what words are needed in the blanks.

If you made any mistakes, study on pages 158 to 160 how to do correctly the work you had wrong.

For more practice turn to pages 166 and 167 and do the exercises there.

5. Using More Suitable Words

To read and think about

Read the following story through. For each word printed in italics in the story, choose a word from the list that has the same number. In each case choose words that give a more exact or a more suitable meaning. Use the picture as you need it.

THE GREATEST RIDE ON EARTH!

"La-a-a-dies and gentlemen!" (1) *said* Everett. His voice was so (2) *good* that even the cows in the pasture stopped grazing and (3) *got up* their heads. For a moment Everett stood as if waiting for a large (4) *bunch* of people to become quiet. Then he continued in a serious manner:

"You are now about to (5) *note* the (6) *best* four-wheeled ride in the world! These two daredevils, Lightning Steve and Comet Joe, are laughing gaily but they are (7) *fixed* for the death-defying ride. They have (8) *fine* hearts. Down the steep mountain side they will (9) *go*, knowing that in the end their lightning speed may (10) *put* them into the great ocean, a thousand feet below. All ready? Go!"

With shouts of laughter, Steve and Joe started down the bumpy slope in the pasture. They (11) *wound up* their trip by (12) *getting over* a little ridge and scooting, kerplunk, into a shallow pond.

1.	2.	3.
inquired	keen	arose
muttered	loud	hiked
declared	sharp	hoisted
shouted	faint	heaved
argued	calm	raised

4.	5.	6.
gang	behold	dearest
troop	detect	sweetest
crowd	inspect	loveliest
file	scan	most daring
squad	glimpse	pleasantest

7.	8.	9.
steeled	soft	slide
posed	long	glide
good	deep	roll
planned	brave	steam
anchored	funny	pace

10.	11.	12.
push	ended	rolling
pull	repeated	strolling
hurl	repaired	galloping
shove	left	jumping
nudge	saved	creeping

Writing the words chosen

Write the words you chose. Number them to show where each belongs in the story.

Talking together

Help your class decide which word (or words) in each list should be used to give a more exact or a more suitable meaning.

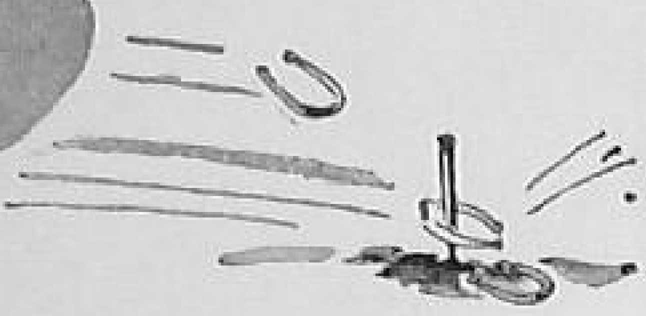
Lambert

OFF THEY GO!

Questions to think about

Do you think these boys may be listening to someone? Why? What kind of speech is the other person making?

More Practice



I

Using punctuation marks and apostrophes

All punctuation marks and apostrophes have been omitted from this letter. Copy it and put them in correctly.

Appleton Wisconsin
August 18 1941

Dear Bill

Yes Mother says that I may visit you at your cabin on Mirror Lake this week end Ill come on the bus that gets to the village at 11:30 on Friday morning What a time well have swimming diving and rowing You didnt say anything about fishing in your letter Bill but I think Ill bring along my fishing tackle No I dont own a pair of field glasses I think Ill borrow a pair to bring along Dad will come for me on Sunday afternoon

Thank your mother for inviting me

Your chum
Dick Allen

Check your paper. Did you put in your letter ten commas, seven periods, one exclamation point, and six apostrophes?

Did you separate the sentences and write them correctly?

II

Using capital letters

As you copy the following announcement, use no capital letters except for words which should begin with capitals:

THE JOHN BURROUGHS HIKING CLUB WILL HIKE TO FERN LAKE FOR A WIENER ROAST ON FRIDAY AFTERNOON, MAY 16. MEMBERS WHO WISH TO GO SHOULD MEET AT THE NORTH DOOR OF HAYES HALL AT FOUR O'CLOCK. THE PRICE IS TEN CENTS. MR. PERKINS WILL BE THE LEADER.

Did you use a capital letter: (1) To begin each word in the name of the club, in the name of the lake, and in the name of the hall? (2) To begin the name and the title of the leader? (3) To begin the name of the day of the week and of the month? (4) To begin each sentence?

Did you use fifteen capital letters in the announcement?

III

Avoiding useless words

Leave out the useless words as you copy the following letter:

4327 East Water Street
Wichita, Kansas
May 20, 1941

Dear Beverly,

Have you ever crossed Death Valley? I hope we never have to cross that there desert in daytime again.

Our worst trouble was that we went and lost our dog, Patsy. While the car was being filled with gas, we let Patsy off of her leash to get some exercise. We had ought to have known better. Patsy she must have had a fit because she went and ran as fast as she could into the sagebrush of the desert. Why, for two hours Dad he searched through the sagebrush around that there filling station, but he didn't find her. Well, we put a notice about her in the post office at the next village. A week later Patsy she arrived in a crate by express. A letter from Mr. Johnson it explained that the dog had wandered to his ranch.

Lovingly yours,
Joanne Beck

Check your paper. Each of the words *she*, *went*, *and*, and *there* is used twice where it is not needed. Each of the words *of*, *had*, *he*, *it*, *why*, and *well* is used once where it is not needed. Did you leave them out of your letter?

IV

Using I, me, she, her, he, him correctly

Decide whether *I*, *me*, *she*, *her*, *he*, or *him* should be used in each of the blanks in the letter below:

531 Laurel Street
San Diego, California
June 3, 1941

Dear Beatrice,

Ann Ball, the girl next door, is just my age. ___1___ and ___2___ play together every day on the beach. Father bought a huge beach ball for ___3___ and ___4___ to use. It's almost too large for either ___5___ or ___6___ to handle easily, but both ___7___ and ___8___ like to throw it about. ___9___ has an older brother who delights in teasing us. When Ann and I throw the ball, ___10___ often catches it and tosses it out to sea to make either ___11___ or ___12___ swim out for it. Her brother has a raft on which ___13___ likes to sit and dare ___14___ and ___15___ to swim out to ___16___. Then ___17___ ducks both ___18___ and ___19___ when we try to climb up beside ___20___.

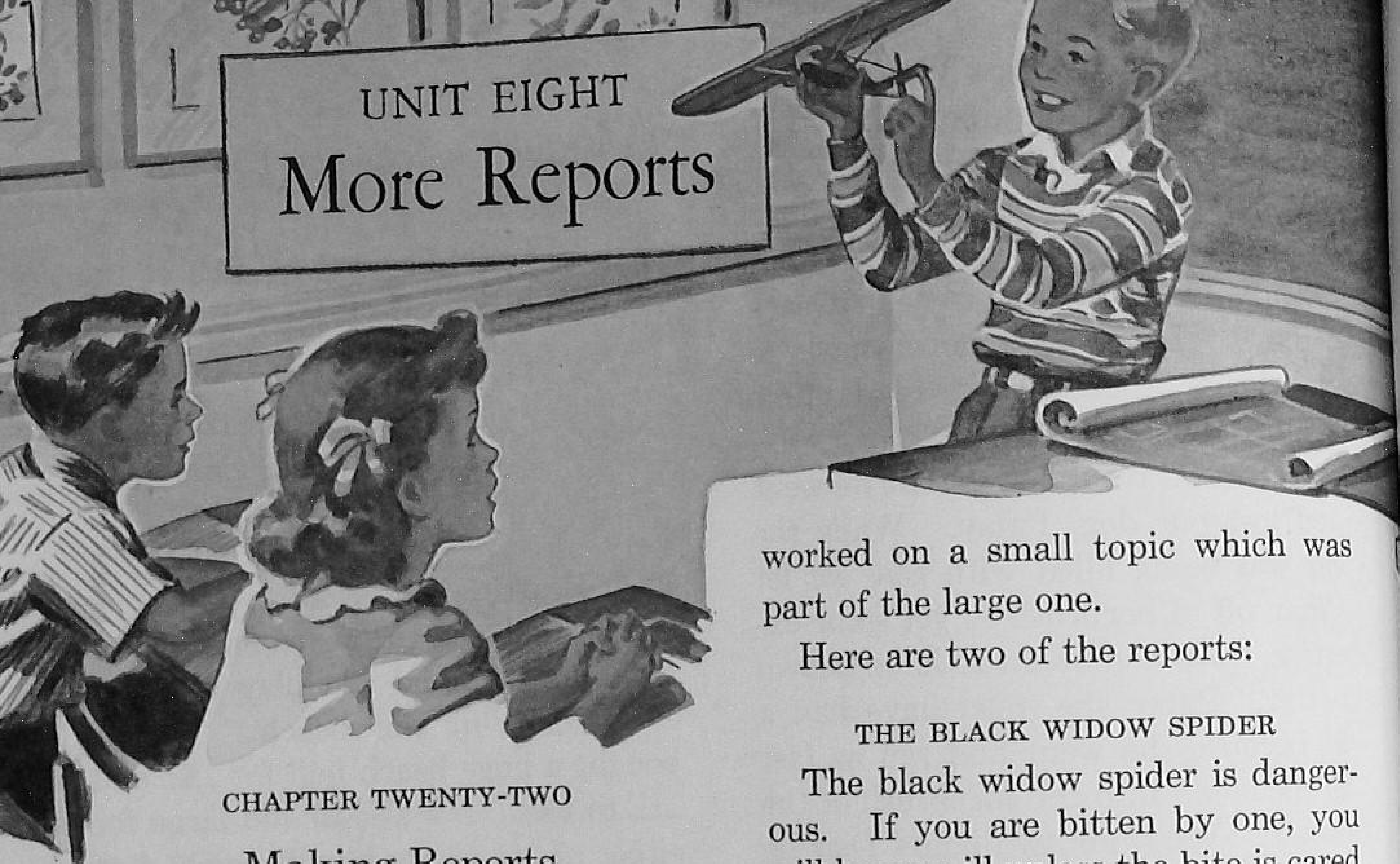
With love,
Clarice Wills

Number a paper from 1 through 20. After each number write the word which should be used in the blank that has the same number.

Get someone to check your paper while you check his.

UNIT EIGHT

More Reports



CHAPTER TWENTY-TWO

Making Reports

1. Large Topics and Small Topics

To read and think over

The boys and girls in Miss Ray's class were interested in learning more about spiders. Here are a few of the many questions they asked:

1. What spiders are dangerous?
2. What is a black widow spider?
3. Are spiders ever helpful to us?
4. What are tarantulas?

When the boys and girls began to hunt in books for answers to their questions, they soon found more material than any one boy or girl could read in the time allowed. Then each of them chose one question to find information about and to report on to the class. In that way each one worked on a small topic which was part of the large one.

Here are two of the reports:

THE BLACK WIDOW SPIDER

The black widow spider is dangerous. If you are bitten by one, you will become ill unless the bite is cared for very soon. This very poisonous spider is shiny, coal black. It has a red mark the shape of an hour glass on its stomach. Watch out for the black widow spider. When you see one, kill it or get out of its way. Do not give it a chance to bite you.

TARANTULAS

Tarantulas are among the largest spiders known. Their bodies are covered with short, stubby hair. These spiders are found in large numbers in South America, Mexico, and the southwestern part of the United States. Sometimes they get into other parts of this country on bunches of bananas and other fruit. Many people believe that the tarantula is one of the most deadly spiders that exists.

Often your class will choose for study a topic which is too large for any one boy or girl to cover in the time allowed. When this happens, they may make a list of questions about the large topic. Or they may divide the large topic into small topics. Then each boy or girl may choose one of the questions or one of the small topics as a subject for a report.

Here is a large topic with a few of the questions into which a class divided it:

Airplanes (Large topic)

1. What are the different kinds of airplanes? (Tom Farr)
2. How are airplanes used to protect forests? (Alice Lake)
3. In what ways are airplanes used in delivering mail? (Bill Talbot)
4. What are the advantages of travel by air? (Mary Shaw)
5. What inventions have improved the airplane? (Tony Crusco)

Talking together

1. Why should you not choose a large topic for a report of your own?
2. When might your class need to divide a topic into smaller topics or questions?
3. Into what questions or small topics could the large topic *Cowboys* be divided? Into what small topics could the large topic *Telling Time* be divided?

Writing questions

Write a list of questions or small topics for one of these large topics:

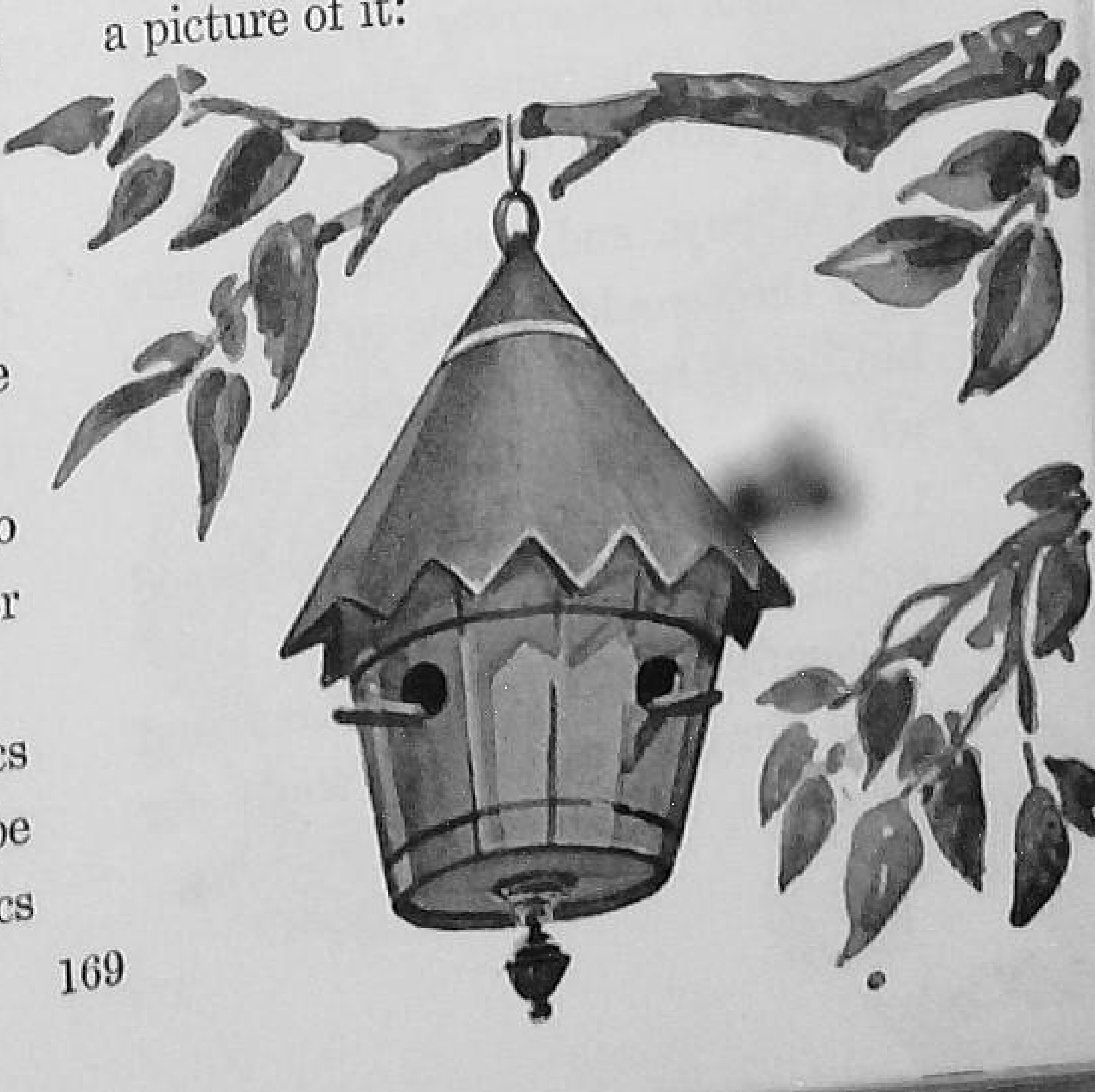
1. Pioneer Life
2. Ocean Liners
3. Improving Travel

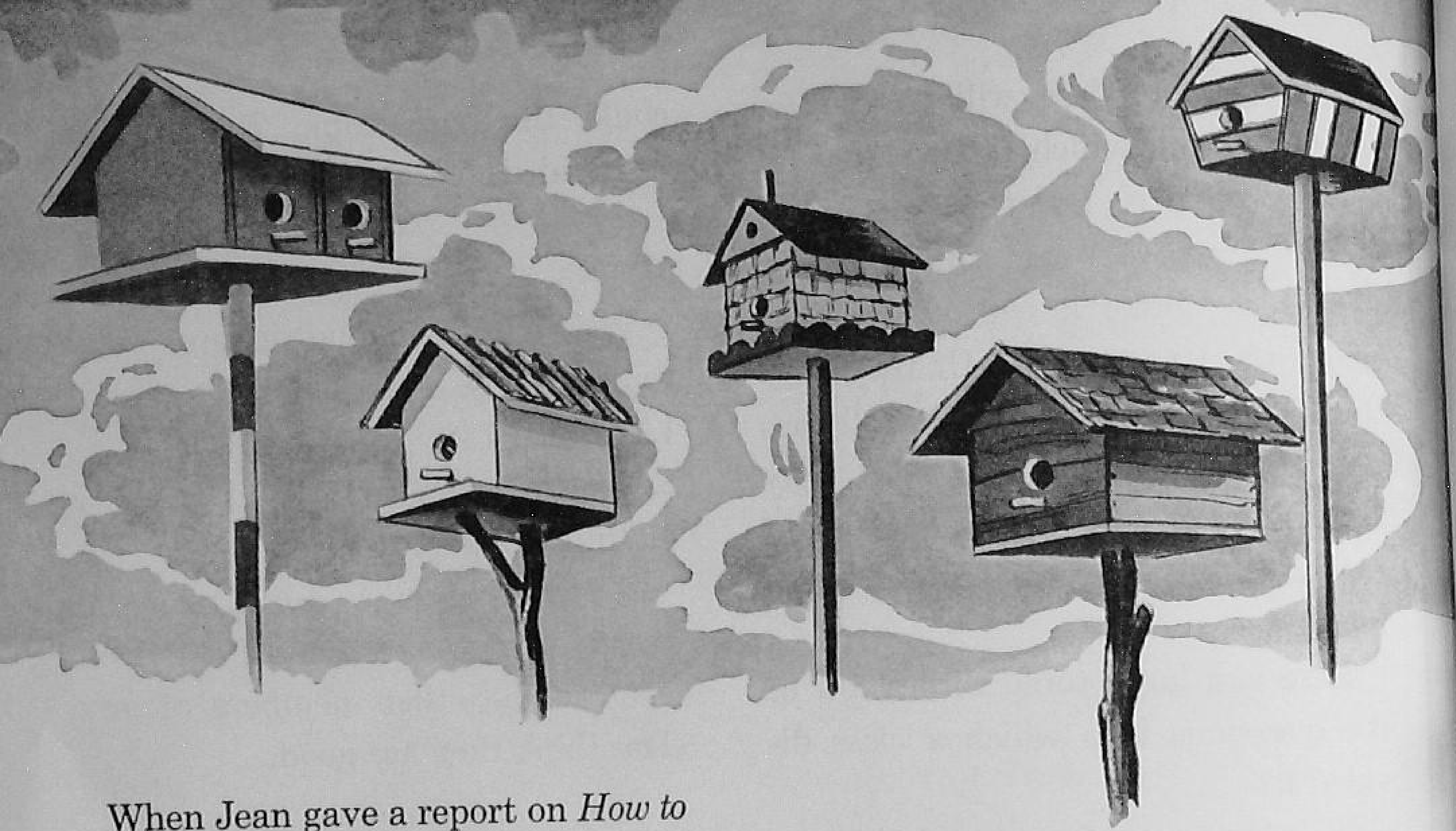
If you are asked to do so, read your questions or topics aloud. Find out whether the other members of your class think they are good.

2. Telling Important Things in Description

To read and think over

Jean and her brother, with their father's help, made several birdhouses. Jean kept for her own the one that was made out of a candy bucket and an orange crate. Here is a picture of it:





When Jean gave a report on *How to Attract Birds to a Neighborhood*, she told the boys and girls that all the birdhouses could be seen in Gilbert's store window. She also asked them to be sure to look at her birdhouse. This is what she said about it:

My birdhouse is made of wood. It has a sloping roof. There are round holes in the sides for doorways. I put little sticks near the holes for perches. The house is large enough for four families of birds.

The boys and girls were not sure that they would be able to tell Jean's birdhouse from the others. Here is what they said to Jean:

1. Most birdhouses are made of wood and have sloping roofs.
2. Nearly every birdhouse has round holes for doorways and sticks for perches.
3. Tell us in what ways your birdhouse is different from the others. Those are the important things to know.

Sometimes in a report you will need to describe something or tell how it looks. To do this, you will often need to tell ways in which it is different from other things that might be mistaken for it. For example, suppose you lost an umbrella, a camera, or a pencil box. To describe the lost article so that others will know it when they see it, you will need to tell ways in which it is different from other articles of its kind.

Decide whether Jean told ways in which her birdhouse was different from the other birdhouses pictured on this page.

Talking together

1. What information did Jean give about her birdhouse? Why were the facts she gave not the most important for the boys and girls to know?
2. What facts should Jean have given to make it possible for the boys and girls to recognize her birdhouse?
3. When you describe something, why may you need to tell ways in which it is different from other things which might be mistaken for it?

Writing a description

Sam wants the Rangers to have baseball uniforms like the one that the batter is wearing in the picture on this page. What things should he tell to explain what the uniform looks like? How is it different from the other uniforms?

Now write on a sheet of paper a description of the uniform. Use capital letters and punctuation marks where they are needed. Keep your sentences apart.

Working together

If you are asked to do so, read your description aloud. Help your class decide what things should be said about the uniform to help people tell it from others.

3. Using Exact Words

To read and think over

Read the following description of a codling moth. This moth is an insect that lays eggs which hatch into worms in apples. Think what each word or group of words printed in italics means.

A codling moth is dark-*colored*. It has *more than one pair* of wings, one pair *near* the other. *Two of the* wings have brown and gray scales on them. On *one part* of each front wing is a brown spot. The *other* wings are grayish brown, with darker brown on the *ends*.

Does the description you have just read give a clear word picture of what a codling moth looks like?

Is the following description of a codling moth more exact and definite than the other one? In what ways?

A codling moth is dark *gray*. It has *two pairs* of wings, one pair *behind* the other. The *front* wings have brown and gray scales on them. At the *tip* of each front wing is a brown spot. The *back* wings are grayish brown, with darker brown on the *edges*.

Talking together

1. In the second description of the codling moth, what words are used in place of the words in italics in the first description?
2. How do the words in italics in the second description give a clearer idea of the looks of the moth than the words in italics in the first description?
3. Is the second description better than the first? Why?
4. When you describe something, why should you try to use words that tell *exactly* what you mean?

Writing a description

Decide for yourself whether the following description of the old haunted house pictured above is clear.

The old haunted house is at the corner of Hill Avenue and *another street*. Most of the *light-colored* paint is worn off. The roof of the house is *bad*. On the front there are *lots of* windows. Most of the panes are *no good*. *Some* of the *wooden things* on the front windows are each hanging by one *fastener*. The yard is covered with *stuff*.

Look carefully at the picture of the haunted house. Compare the picture with the description.

Copy the description. Use more exact words in the place of the words printed in italics. Try to make each sentence say clearly what you mean. Use capital letters and punctuation marks where you need them. Keep your sentences apart.

Working together

If you are asked to do so, read your description aloud. Find out whether others think that the words you used have more exact meanings and therefore give a clearer description than the words in italics.

If you can improve your description in any way, do so.

1. What should be done to save a person nearly drowned?

2. How can trees be protected against caterpillars?

3. What is done to make your town a healthful place?

4. How is hockey played? What other games do you like to see?

4. Planning a Report

To read and do by yourself

Choose a topic for a report to give in your next lesson. It may be something you are studying, something you have seen or done, or something that has happened to you. It may be a topic about which you will need to find information. The pictures and questions on page 174 and the questions given below will help you in choosing a topic and in deciding what to tell about it.

1. What interesting thing have you made? How did you make it? How do you use it?
2. What camping trips have you taken? When and how did you get to the camping place? What happened there?
3. Have you ever been frightened? What happened?
4. What different cereals or grains are raised in the United States?
5. What is the boll weevil? What damage does it do? How can it be destroyed?
6. Where is Argentina? What does it send to the United States? What do we send there?
7. What records have been made in baseball? In running? Who made them?

Perhaps with others in your class you may wish to choose a large subject, such as Games, Health, Saving Lives, or Saving Our Trees, and divide it into smaller topics.

After you have chosen your topic, do these things:

1. If you need to look up information on the topic, follow this plan:

(a) Write questions that you think your report should answer.

(b) Find books which you think will help you answer the questions.

(c) In each question find a key word or key words, to look for in the indexes of the books. Read again pages 64–68, if you need help in using an index.

(d) Read carefully the information you find. Try to find out just what each sentence means. Use your dictionary to look up the meaning of words you do not know.

2. If you need more information than you find in books, ask people who may be able to answer your questions.

3. When you have all the information that you need on your topic, decide just what you will tell about it. Plan to tell enough to make your report interesting.

4. Think out sentences that tell the things you decided to tell.

5. If in your report you need to describe something, tell ways in which it is different from other things that might be mistaken for it.

6. Use words that tell exactly what you mean.
7. If you wish, write your report on a sheet of paper. Keep your sentences apart and write them correctly.
8. Practice giving your report at home before the next lesson.

5. USING WHAT YOU HAVE LEARNED

Working with others

Give your report when you are called on. Remember to do these things:
1. Give your report without reading it if you can.
2. Use a pleasant voice and speak clearly.
3. Try to say exactly what you mean. Show the class any pictures or objects you have to help make your report clear.
4. Listen while others give their reports so that you will hear the interesting things that are said. If someone says something you do not understand, ask him to explain when he has finished the report.

Talking together

1. What descriptions were given in the reports? Were they good or poor? Why?
2. Were there any sentences in which words of more exact meanings should have been used? If so, what were the sentences?
3. Was enough told about each topic to make the report about it interesting? Did each report keep to the topic?
4. Were sentences run together in any of the reports?
5. What things should the class do to improve in making reports?

CHAPTER TWENTY-THREE

Working with Words in Reports

1. FINDING THE MEANINGS OF WORDS

To read and think over

Often when you read to get information for making a report, you find one or more strange words in a sentence. You need to know the meaning of each of them in order to understand the sentence well.

When Ralph read the first sentence in the following paragraph, he did not know the meaning of the word in italics.

The fluffy *cygnets* swam in a straight line, one behind the other. At the head of the line was their mother, a large white swan. She was taking her young to a better feeding place.

Ralph is a careful reader. As he read the first sentence, he guessed that

a cygnet is some kind of water bird. In the second sentence he found out that the mother of the cygnets was a swan. The third sentence helped him to complete the definition, *A cygnet is a young swan.*

The way that Ralph found the meaning of *cygnets* is called using **the context.** By *the context* we mean not only the sentence in which the word is used but also sentences that go before and come after it.

The context used in discovering the meaning of a word may be a word, a part of a sentence, a whole sentence, or a whole paragraph.

When you meet a strange word in your reading, use the context in trying to find out what the word means. If you cannot get the meaning from the context, you may need to use your dictionary.

Talking together

1. In your reading why must you know the meanings of words?
2. What is a strange word?
3. What is meant by using the context to try to find the meaning of a strange word?
4. What may you need to do when you cannot get the meaning of a strange word from its context?

Help your class decide what part of the context in the following paragraph could be used in getting some meaning for each of the words printed in italics. Remember that the part of the context needed may be a word, a part of a sentence, or one or more sentences. It may be anywhere in the paragraph.

In San Marino, California, a race is often held between *midget* cars that are driven by *pee-wee* drivers. Each tiny car weighs only about one hundred pounds, but it has a real motor in it. To enter the race, the driver must be between the ages of six and fourteen. Most of the boys and girls make their own cars. The winner of the last race was a twelve-year-old girl who received a leather *helmet* as a prize. It fitted her head well.

To read and do by yourself

Use the context to find the meaning of the word in italics in each of these paragraphs:

(1)

Great excitement was caused in the village by a man who caught a kind of fish that was believed to be *extinct.* Scientists had thought that all fish of that kind had been dead for at least a million years.

(2)

A *sand hog* must be a brave man. Any man who works day after day, digging a tunnel a hundred feet under a river, can't be a coward. Every sand hog knows his job is dangerous.

(3)

It is true that crows *pilfer* some corn, but they help the farmer by killing grasshoppers, beetles, and other insects. The farmers should forgive them for taking a little corn now and then without asking for it. The pilfering shouldn't be thought of as stealing.

Number a paper from 1 through 3. After each number write the word (or words) that gives the meaning of the word in italics in the paragraph that has the same number.

Check your paper as your teacher reads the correct words aloud. Be sure that you understand the reason for each correct answer.

2. Using Pictures

To read and think over

Do you know the meaning of each word in italics in the following paragraph? Does the context tell you the meaning of any of them?

The pony express riders were strong and brave young men. They rode fine horses. Each horse wore a light saddle and bridle. The *saddle-bags* fitted over the *horn* of the saddle. One bag lay on each side of the horse.

Find out whether the picture below shows what each of the words in italics means.

Sometimes in reading, you may not be able to get the meaning of a strange word from the context. If you cannot, see whether there is a picture near which you can use in finding out what the word means. If there is not, you may need to use a dictionary.

Talking together

1. Did the picture of the pony express rider and his horse give the meaning of any of the words in italics in the paragraph? How?
2. What does each of the words mean?

To read and do by yourself

Think whether you know the meaning of each of the words in italics in this paragraph:

When the forests are dry, the forest rangers watch carefully for fires. Men in *lookouts* with high powered *field-glasses* and *telescopes* stand guard over the hills and valleys. As soon as one of them sees a *pillar* of smoke among the trees, he *communicates* with the nearest fire-fighters. If the fire is small, it can sometimes be *extinguished*, but usually it can only be kept from spreading and left to die out or to be put out by rain.

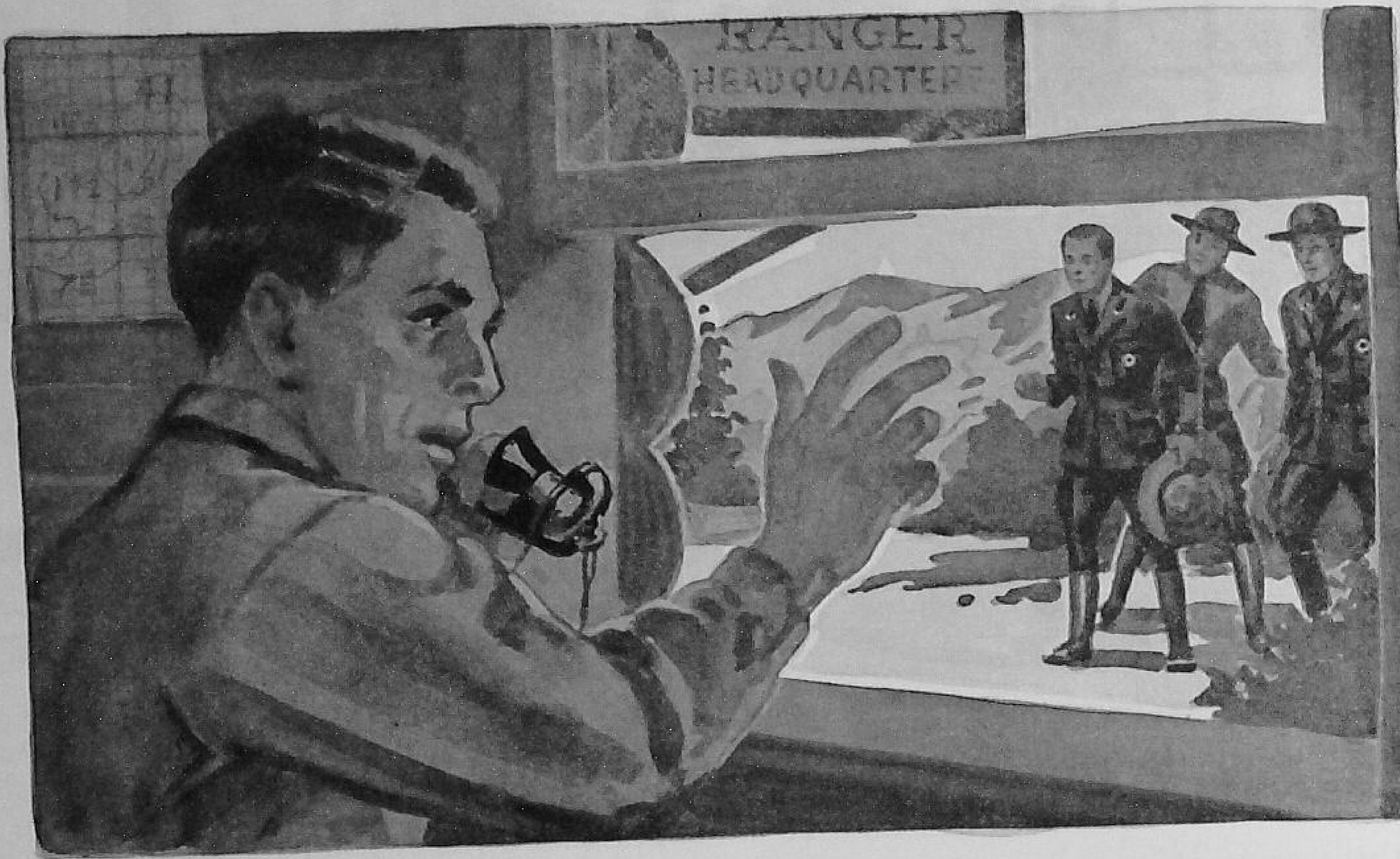
Now look carefully at the pictures on this page and page 180. Find out whether they help in giving the meaning of each of the six words in italics in the paragraph. Think what those meanings are.

Number a paper from 1 through 6. After each number write one of the six words printed in italics.

After each of the six words write other words that tell the meaning which you think the pictures give for that word. If you think the pictures do not help to give the meaning of a word, do not write anything after that word.

Working together

If you are asked to do so, read aloud the words that you wrote. Help your class decide whether the pictures give some meanings for the six words and what those meanings are. If you do not understand why any mistake you may have made is a mistake, ask to have it explained.


RANGER
HEADQUARTE

3. Using the Dictionary

To read and think over

Many times in your reading, neither the context nor a picture will tell you what a strange word means. Then you will probably have to use a dictionary.

You have had practice in using a dictionary to find the meaning of strange words. Think how you would answer these questions:

1. How is the list of words arranged in a dictionary?
2. What are guide words?
3. When the dictionary gives more than one meaning of a word, how do you decide which meaning you need?

Talking together

Help your class answer the three questions that you have just read. Ask any other question you want answered about using the dictionary to find out what a word means.

To read and do by yourself

Do you know the meaning of each word printed in italics in these sentences?

1. The Indians put on their best *raiment* and *decked* their ponies gaily.
2. By 1849 Mr. Sutter had a large *estate* in California.
3. The pioneers used *clapboards* in roofing their cabins.
4. Ox teams slowly cut tracks in the *matted sod*.
5. A *tax* was *levied* to pay for the schools.
6. He had such a *grim countenance* that he was the terror of the neighborhood.
7. All kinds of *hardships* had been *endured* during the *tedious* journey.

On a sheet of paper make a list of all the words of which you do not know the meaning. Then use a dictionary to find for each word in your list the meaning that fits best in the sentence that contains it. After each word write words that tell the meaning you used.

Working together

If you are asked to do so, read aloud the words that you wrote. Help your class decide what each word in italics means.

4. Using Words Correctly

To read and think over

What word should be left out of each of these sentences?

1. Does this here ball belong to you, Sam?
2. It rolled off of your desk.
3. You had ought to keep it inside.
4. I wish I had a bat like that there one.

5. Dick he hasn't come yet.
6. Where do you suppose he is at?
7. Sally she said she couldn't come.
8. Bill and Tom they may not be here.
9. Jim and I we saw them on our way.
10. Bill went and tried to do a stunt.
11. The bicycle it is broken.
12. He'll go get a new pedal for it.
13. He had ought to have a new pedal and a new chain.
14. Does he know where the bicycle store is at?

Think which of the two words in parentheses should be used in each of the following blanks:

Since Mary and __1__ (I, me) had never ridden a burro, the first thing __2__ (she, her) and __3__ (I, me) wanted to do at the farm was to ride one.

Tom's mother had fixed a lunch for __4__ (he, him), __5__ (she, her), and __6__ (I, me). Soon __7__ (he, him), __8__ (she, her), and __9__ (I, me) had started for the hills on our burros.

Tom was in the lead, and before long __10__ (he, him) and Mary and __11__ (I, me) started up a steep, winding path. Mary and __12__ (I, me) clung to our saddles and followed Tom and his burro.

Suddenly Tom's burro left the trail and clambered up the side of the hill. The burros that Mary and __13__ (I, me) rode followed. They carried __14__ (he, him), __15__ (she, her), and __16__ (I, me), shouting and kicking, up to a big bush. There the stubborn animals stopped to eat leaves.

When Tom, Mary, and __17__ (I, me) got the burros back on the trail, __18__ (he, him), __19__ (she, her), and __20__ (I, me) agreed that we had been a little afraid.

Testing yourself

Number a paper from 1 through 14. After each number write the word that should be left out of the sentence that has the same number.

Turn your paper over and number it from 1 through 20. After each number write the word that should be used in the blank which has the same number.

Check your paper as your teacher reads the correct words aloud. If you made any mistake, be sure that you understand why it is a mistake. Then correct it.

5. USING WHAT YOU HAVE LEARNED

To read and do by yourself

Find the meaning of each word in italics in the following paragraphs. If the context or the picture on these pages does not give the meaning, use a dictionary.

(1)

Transparent waterproof material is used for raincoats, children's bibs, and umbrellas. Because you can look right through the umbrellas and see where you are going, they help to prevent street accidents.

(2)

A *clematis* almost covered one side of the porch where Jim *reclined*, quietly *perusing* a book. His mother called to him from the doorway.

(3)

In Florida a whole lake disappeared into *subterranean* caves and streams. When the water had gone underground, only a field of mud covered with dead fish was left where the lake once stood.

(4)

The *nocturnal* hare rather than the rabbit is the true sign of Easter. Because the hare roams about at night, people thought he loved the moon. Since the time for Easter is set by the moon, the hare became the sign of Easter.

(5)

King Arthur almost *expired* with laughter at Tom Thumb's *charger*. Although Tom was *chagrined*, he *brandished* his sword and shouted.

Number a paper from 1 through 10. After each number write one of the ten words printed in italics.

After each of the ten words write one or more words which tell the meaning of the word.

Working together

Help your class decide what each of the ten words means. Help them decide whether the meaning of each word is given in the context or in the picture, or whether the dictionary must be used to find it.

CHAPTER TWENTY-FOUR

Making Good Paragraphs for Reports

1. Organizing a Report

To read and think over

When Jack was looking up information for a report on *Some Winter Sports*, he read about the topic in several books. When he found something he wished to use in his report, he made a note of it so that he would not forget it.

Here are the notes that Jack made. Some of them are sentences; others are not.

1. Ice skating is a very popular winter sport.
2. Shoes worn for snowshoeing are usually shaped like tennis rackets.
3. Not everyone who can ski should try ski-jumping. It is suitable only for a skillful skier.
4. Skiing is an exciting winter sport.
5. Figure skating.
6. Jumping is the hardest thing to do in skiing.
7. In skiing it is hard to make quick turns and to keep your balance while going at high speed.
8. Snowshoeing is a good way to travel over snow-covered land.

In planning his report, Jack remembered the following important points about a paragraph:

> **1. In a good report the topic of each paragraph is one part of the large topic, or subject, of the report.**
> **2. In a good paragraph every sentence tells something about the topic of the paragraph.**
> **3. In a report it is correct to begin a new paragraph each time you begin to write about a different topic.**

Jack studied his notes to find on what small topics he had information. This is what he found:

Notes 3, 4, 6, and 7 were about *skiing*. Notes 1 and 5 were about *ice skating*. Notes 2 and 8 were about *snowshoeing*. Each of these smaller topics belonged to the subject *Some Winter Sports*.

Then Jack knew that he had three small topics to write about in his report on *Some Winter Sports*. On each small topic he planned to write one paragraph. In one paragraph he would tell all he had to say about *skiing*; in another he would tell all he wished to say on *ice skating*; and in another, all he had to say on *snowshoeing*.

The following is the report that Jack wrote. Did he use a different paragraph for each of the three small topics? Do all the sentences in each paragraph tell about the same small topic?

SOME WINTER SPORTS

Skiing is an exciting winter sport. A good skier has to make quick turns and keep his balance at high speed. Ski-jumping takes great skill because the skier must slide down a steep slope to a take-off platform. From the platform he sails into the air. Then he must land on his skis. Only a skillful skier should try ski-jumping.

One of the most popular winter sports is ice skating. Many people learn to skate by the time they are four or five years old. Once they learn it, they never forget it. Figure skating is almost like dancing on ice. The skater glides in loops, in cross cuts, and in fancy figures or designs. One figure is called the grapevine.

Snowshoeing is really the best way to travel over snow-covered land. If you know how to bend your body correctly, you can make good time traveling on snowshoes. Most snowshoes are shaped like tennis rackets. They are turned up a little in front to keep the traveler's toes from catching in crusts of snow and ice.

Talking together

1. Why did Jack make notes on the reading that he did?
2. How did Jack find out how many paragraphs to put in his report?
3. In each of his paragraphs did Jack keep to the topic of the paragraph?
4. When do you need to use more than one paragraph in a report? How many paragraphs do you need in a report that includes two small topics? That includes four small topics?

To read and do by yourself

Below are ten notes that Alice made on the main topic *Enemies of Forests*. How many smaller topics will Alice tell about in her report? How many paragraphs should she make?

1. Fire is the most dangerous enemy.
2. Insects kill trees by eating leaves and buds.
3. Men cut down trees that should not be cut down.
4. Fires are caused by campers who do not put out their campfires.
5. Insects eat young tree roots.
6. Lightning causes fires.
7. Men have ruined forests.
8. Sparks from trains cause fires.
9. Insects bore into the wood.
10. Men have killed southern pine trees by the way in which they took turpentine from them.

Write answers to these questions:

1. How many paragraphs should Alice have in her report?
2. What small topic should each paragraph tell about?
3. Which notes belong to each topic?

Check your paper as your teacher reads the correct answers aloud.

For further practice use exercise I, page 191.

2. Telling Things in Good Order

To read and think over

Is the following report of how the pioneers made lye easy to understand?

The barrel was then set on a bench. In the bottom of the barrel a layer of fresh straw was laid. Wood ashes were then piled on the straw. As the first step in making lye a hole was bored in the bottom of a large barrel. Soon a brown liquid dripped from the hole in the barrel into a bucket under it. That liquid was the lye. When the barrel was filled, pails of water were poured over the ashes.

Here is what Sue said when she gave the report correctly. Is Sue's report easier to understand than the other one?

As the first step in making lye, a hole was bored in the bottom of a large barrel. The barrel was then set on a bench. In the bottom of the barrel a layer of fresh straw was laid. Wood ashes were then piled on the straw. When the barrel was filled, pails of water were poured over the ashes. Soon a brown liquid dripped from the hole in the barrel into a bucket under it. That liquid was the lye.

Talking together

1. Which of the two reports about making lye tells more clearly how the lye was made?
2. Which of the reports tells things in the order in which they were done?
3. In telling how something is done, should you make your sentences show in what order the steps are taken? Why?

In telling how something is done, be sure to tell the different steps in the order in which they are taken.

Improving a report

When Jim gave this report, he did not tell things in the order in which they were done. Decide for yourself in what order he should have placed his sentences.

HOW THE PIONEERS MADE SOFT SOAP

As the first step in soapmaking, the pioneer housewife poured lye into a big iron kettle. To the lye she added grease and pieces of candles that she had saved for many months. Soon the liquid in the kettle began to boil. Then she built a fire under the kettle. When the boiling liquid became as thick as molasses, it was soap. From the pails it was put into jars and left to cool. The soap was carefully dipped from the kettle into pails.

Copy Jim's report. Place the sentences so that they tell things in the order in which they were done. Use capital letters and punctuation marks where you need them.

Check your paper as your teacher tells you the correct order for the sentences. If you made a mistake, find out why it is a mistake.

3. Beginning a New Paragraph

To read and think over

You know that you should begin a new paragraph whenever you begin to write about a different topic.

In this report Dick should have made three paragraphs instead of one. Where should the second paragraph begin? Where should the third paragraph begin?

INSECT EGGS

Insect eggs are of many different shapes. Some are round like small balls. Some are shaped like tiny saucers. Others look like seeds. The number of eggs laid by insects is very large. Some insects lay more than one hundred eggs at a time. Others lay several thousand in a bunch. Insects usually choose good places to lay their eggs. They put them where the young will find food when they are hatched. This is necessary because the young begin to eat as soon as they come out of the eggs.

> **When you begin a new paragraph, be sure to write the first sentence on a new line and to indent the first word.**

Talking together

1. With what sentence should Dick have begun the second paragraph? Why? The third paragraph? Why?
2. What is meant by indenting the first word of a new paragraph?

Improving a report

In how many paragraphs should this report be written?

GRIZZLY BEARS

When winter comes, grizzly bears go into their dens. There they stay until spring. This is what people mean when they say that the grizzly *hibernates*. Grizzly bear cubs are born while their mother is hibernating. Usually a grizzly mother has twins. The cubs are very tiny when they are born. It is interesting to watch grizzly cubs at play. They do whatever their mother does. When the mother stands up and sniffs, they do the same. When she digs roots, they scratch the ground with all their strength. If she wades in a stream, they try to follow her.

Copy the report on a sheet of paper. Make as many paragraphs as are needed. Use capital letters and punctuation marks where you see them.

Check your paper as your teacher tells you where each new paragraph should begin. Be sure that you understand why any mistake you may have made is called a mistake.

4. Words of Like Meaning

To read and think about

For each word or group of words printed in italics in the following report, choose a word (or words) from the list that has the same number. Choose words that change the meaning of the report as little as possible. Use the context, the picture, and your dictionary as you need to.

DOESN'T IT LOOK GOOD?

Jerry's mother seems (1) *happy* about her cake, doesn't she? (2) *Certainly* she should be, for baking a cake like that (3) *calls for* real skill.

It isn't (4) *strange* that Jerry and Sue were (5) *concerned.* If you saw your mother carrying an (6) *attractive* cake like that to your table, you wouldn't be (7) *sour*, would you? Wouldn't you be (8) *more than willing* to see a large (9) *piece* of it cut off and (10) *served* on your plate?

But let's quit talking about that cake. It makes my mouth water just to (11) *consider* it now when dinner seems weeks and weeks (12) *off.*

1. concerned	2. naturally	3. orders
distressed	usually	requires
pleased	probably	meets
anxious	likely	collects
eager	surely	picks up

4. great	5. prepared	6. appetizing
funny	careful	circular
crazy	interested	unusual
awful	cautious	ordinary
surprising	grumpy	disgusting

7. stubborn	8. surprised	9. bit
glum	ready	slice
ugly	eager	area
cruel	brave	top
hateful	prepared	end

10. poured	11. decide	12. far
laid	determine	down
piled	discover	out
arranged	ponder	away
stacked	think about	yet

Copying the report

As you copy the report, put in the words you chose.

Talking together

If you are asked to do so, read your copy of the report. Help your class decide which words should be used in place of the words in italics.

Writing opposites

For each of the following words find in the numbered lists a word that has about the opposite meaning. Write the opposites in pairs. For example: *hot-cold.*

sane	scatters	reckless	unusual
kind	cowardly	handsome	pleasing

THEIR FAVORITE CAKE

To read and think over

How do the children appear to feel about the cake? How does their mother feel about it?

5. Using What You Have Learned

To read and do by yourself

Here are three important rules for you to use in making good paragraphs in a report:

> **1. Make all the sentences in a paragraph tell about the same topic.**
> **2. Arrange the sentences in the order in which things happened.**
> **3. Begin a new paragraph when you begin to write about a different topic.**

Did Betty follow each of the three rules when she wrote this report?

THE FOOD OF GRIZZLY BEARS

Grizzly bears eat animals. They dig for mice, moles, and ground squirrels. They eat rabbits, rats, and even snakes.

Grizzly bears are good fishermen. Then they go ashore and have a real fish dinner. They wade into streams and with their paws knock fish out on the banks.

Grizzlies eat some insects. They like to turn over an old log and get the ants and grubs under it. Sometimes a bear is bold enough to kill pigs, sheep, and cattle for food. Grizzlies eat fruit too. They find apples and wild berries in the woods and mountains.

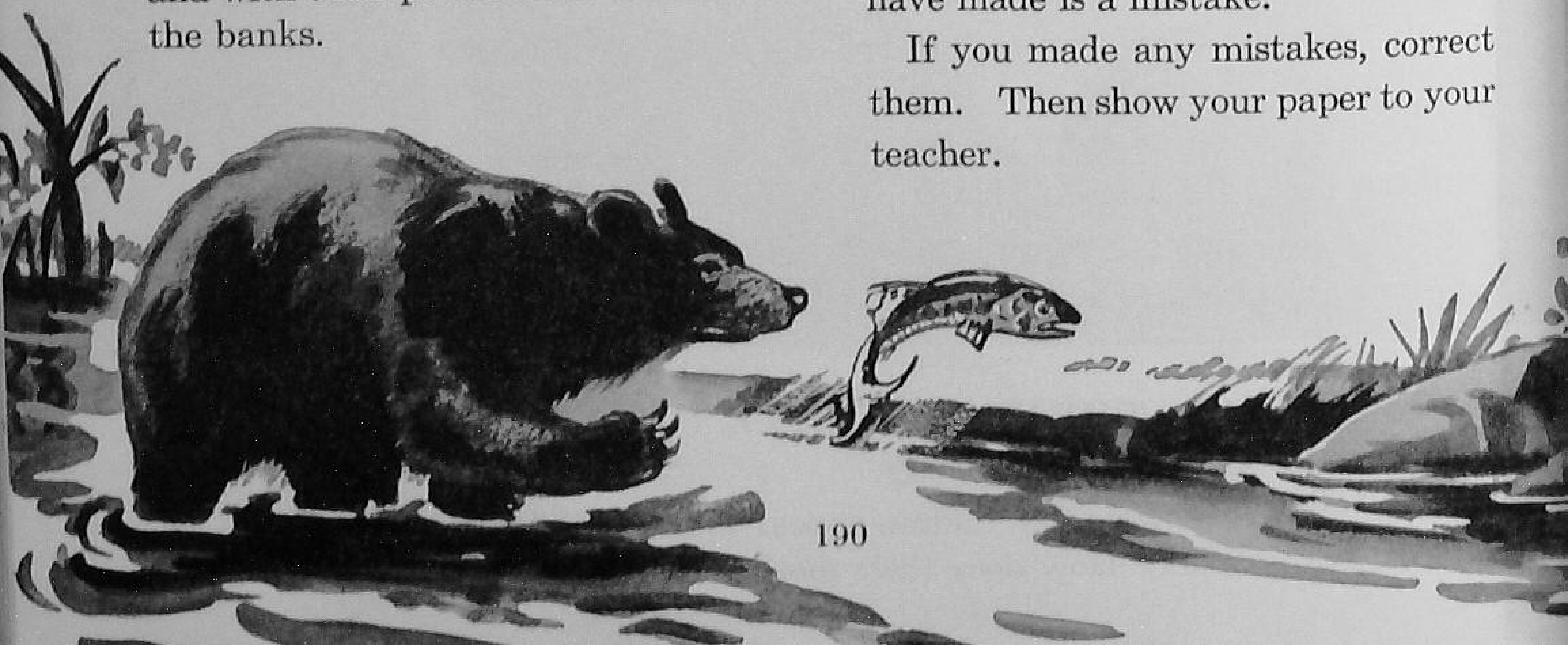
Write Betty's report on a sheet of paper. You will need to do these things to improve it:

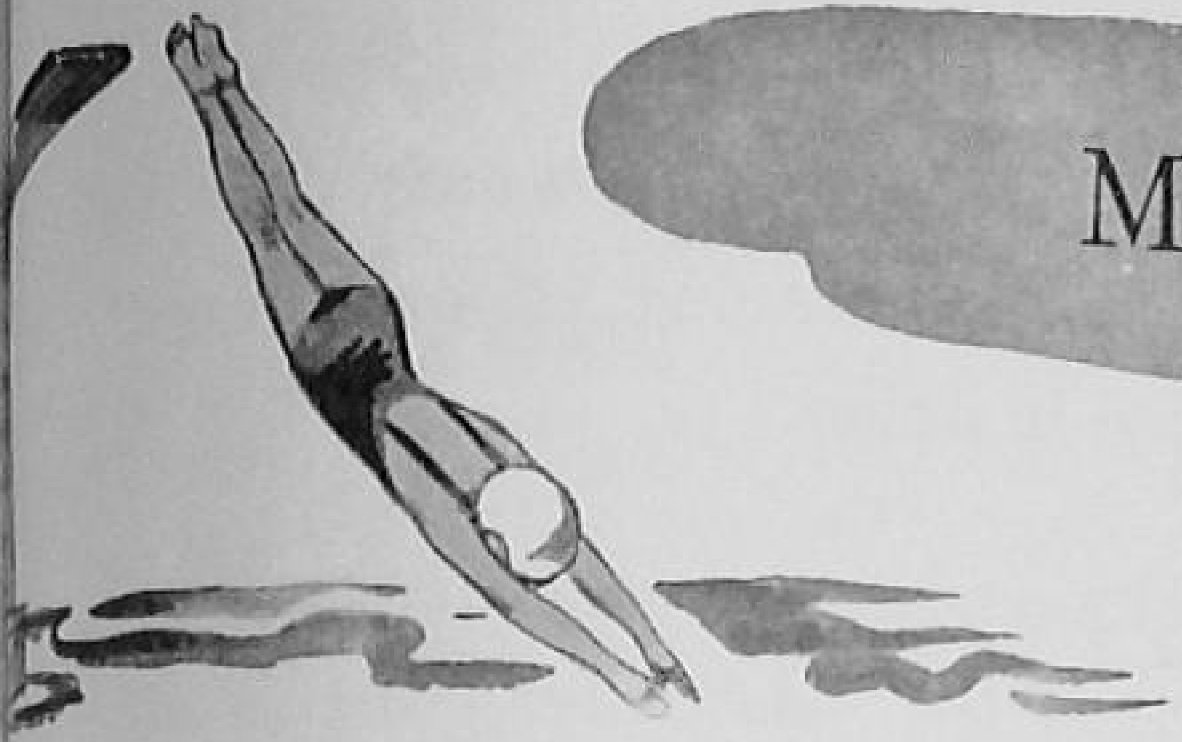
1. Move one or more sentences from one paragraph to another so as to put each sentence where it belongs.
2. Arrange the sentences in one of the paragraphs in the order in which things happened.
3. Make two paragraphs where Betty used one.

Correcting your paper

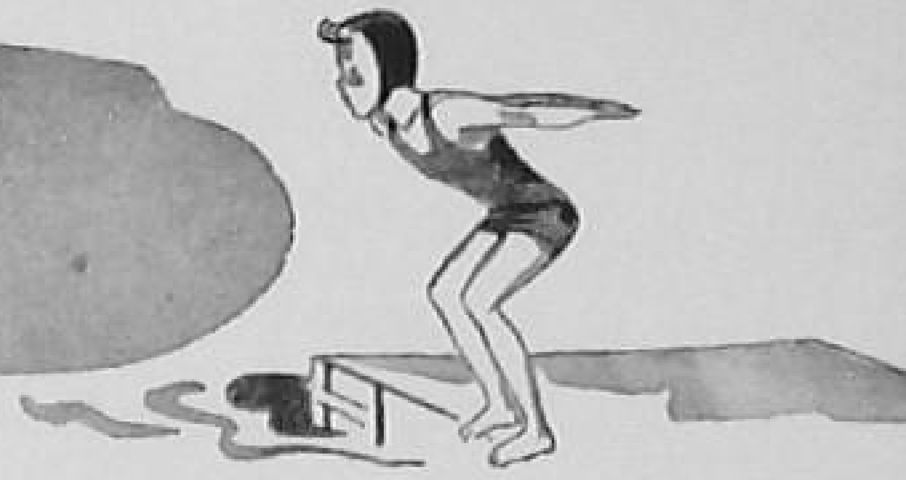
Check your paper as your teacher reads aloud the report as Betty should have written it. Be sure that you understand why any mistake you may have made is a mistake.

If you made any mistakes, correct them. Then show your paper to your teacher.





More Practice



I

Making good paragraphs for reports

In gathering information on the topic *How to Attract Birds to Your Home,* Donald made these notes:

1. Trees, shrubbery, and vines around a house attract birds.
2. They like thick foliage in which they can hide from their enemies and in which they can build nests.
3. A supply of food will attract birds.
4. Most birds are very fond of suet.
5. If you want birds to come and stay around your home, do not trim your trees and shrubbery too much.
6. Birds are attracted by fresh water.
7. They need water for drinking and for bathing.
8. Grains such as wheat, rice, oats, and cracked corn make good food for birds.
9. Shallow trays of wood, metal, or cement make the best bird baths.
10. Putting many birdhouses in trees around your home will help to bring birds to your place.
11. Old cigar boxes, small wooden crates, and pieces of hollow logs are easily made into birdhouses.
12. It is important to put a bird bath out of reach of cats.

On reading his notes carefully, Donald found four ways of attracting birds. He decided to use each of the ways as the topic of a paragraph in his report. Here are the sentences that he chose to begin each paragraph:

First paragraph: Trees, shrubbery, and vines around a house attract birds.

Second paragraph: A good supply of food will attract birds to your home.

Third paragraph: Birds are attracted by fresh water.

Fourth paragraph: Bird lovers should put birdhouses in the trees around their homes.

Copy the title. Then copy the beginning sentence for the first paragraph. Complete the paragraph by using all the notes which belong in that paragraph. Write the other three paragraphs in the same way.

Use your own way of expressing the ideas but do not change them.

Check your work. Did you put into each paragraph only the sentences that tell something about the topic of that paragraph?

II

Arranging facts in good order

As you copy the following report, arrange the sentences so that they will tell things in the order in which they are done.

HOW PINS ARE MADE

1. A special pin wire is stretched to take out all of the kinks. 2. This pin wire is cut into short lengths. 3. After the heads are formed, the wires are cut exactly the right length ready to be pointed. 4. Each short piece of wire is clamped into a machine and hammered at one end to form a head for the pin. 5. A machine holds each pin firmly by the head so that the other end which is to be pointed passes over some files that are turning. 6. These clean pins are boiled for five or six hours in a liquid that has tin in it. 7. After the pins are pointed they are put into a tumbling barrel and rolled in sawdust to clean them. 8. Each pin is coated with tin when it comes from the boiler. 9. At last the finished pins are sent to the sticking department where a machine sticks them in papers.

Did you change the places of two sentences? Did you put one of them right after the second sentence and the other before the sixth?

III

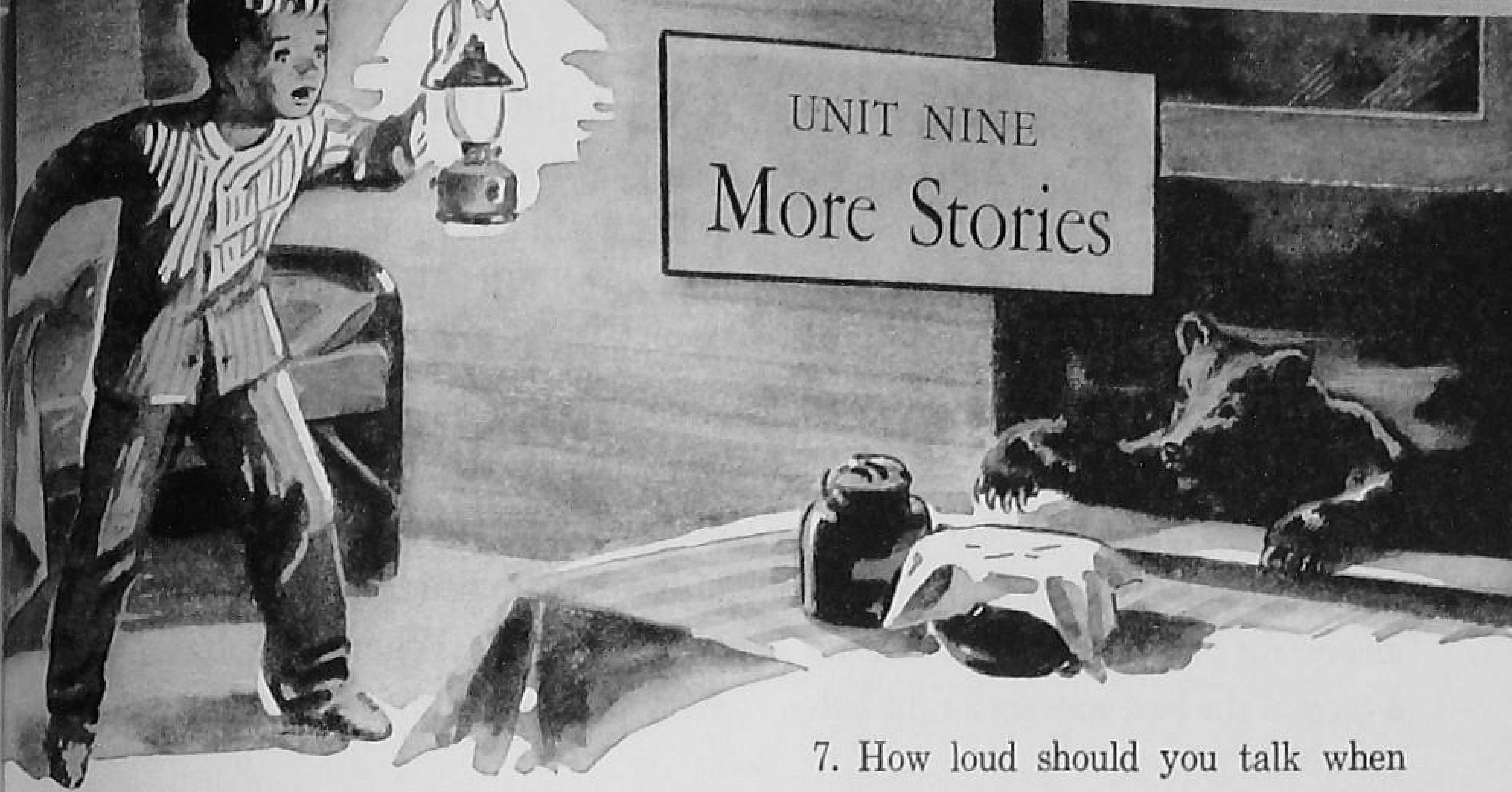
Finding the meaning of words

Find the meaning of each word printed in italics.

A QUEER ANIMAL FROM AUSTRALIA

One of the most interesting of all Australian *fauna* is the kangaroo. When standing *erect* some of these animals are over seven feet tall. They have hind legs of large *proportions* but their *forelegs* are small. Their *enormous* tails are used as a balance in *leaping* and as a *support* when standing. From five to ten feet are easy *leaps* for kangaroos to make, and many large kangaroos can cover twenty feet in one jump.

Make a list of the words printed in italics in the report. After each word write one or more words to tell the meaning of that word. Get someone to check your paper while you check his.



UNIT NINE
More Stories

CHAPTER TWENTY-FIVE

Telling and Writing Stories

1. Making a Record

To read and think over

Think how you would answer these questions about stories and storytelling. If you need help, use pages 81–86 in this book.

1. What must a story have in it to make it a good story?
2. When a story has a surprise, in what part of the story should the surprise be?
3. When you tell a story, should you leave out important parts of it? Why not?
4. In what order should events in a story be told? Why?
5. What should the title of a story do?
6. What should the beginning sentence in a story do?
7. How loud should you talk when you tell a story?
8. What kind of voice should you use?
9. How well should you know your story before you try to tell it? Why?

Talking together

Help your class decide upon correct answers for the nine questions.

Writing sentences

Write this title near the top and center of a sheet of paper: *Stories and Storytelling.* Under the title write one or more sentences to answer each of the nine questions. Number each answer.

Use these questions to help you find any mistakes that may be in your sentences:

1. Does each sentence say what you meant it to say?
2. Is each group of words that looks like a sentence really a sentence?

3. Did you keep the sentences apart?
4. Where did you use capital letters and punctuation marks?

If you find any mistakes, correct them.

Working together

The class should choose a committee to find in the papers the best answer for each question and to make a copy of the best answers for the bulletin board.

2. Finishing Stories

To read and think over

You know that a good story has a surprise, something exciting, or something funny in it.

Here is part of a story that Ruth told. What would you add to it to make a complete story? The questions that follow it may help you.

The last night we spent in the mountains, Mother let my brother Bob and me sleep out of doors.

For awhile we lay awake talking in low voices, looking at the stars, and listening to the strange noises that came out of the deep shadows.

Bob had gone to sleep and my eyes were getting heavy when I heard a terrible crash in the darkest shadow. Then came the sound of heavy footsteps coming toward me. I tried to call Bob, but my mouth was so dry that I couldn't even scream.

What did Ruth hear? Was it a bear? Was it a friendly horse? Was it Ruth's father? What did Ruth and Bob do? What happened?

Plan to tell a story of what happened to Ruth and Bob. You may want to use what Ruth told for the first part of your story. For the rest of it you will need to make sentences of your own. When you have your story planned, choose a title for it.

Working together

When your turn comes, tell the story. Find out what the class think of your ending for Ruth's story.

Thinking how to complete a story

How would you finish this story?

One day my grandfather brought me a big box. He said that something I wanted very much was inside it. I hoped it was a box of candy.

I took off the lid. Inside there was another box. Out of each box I took another box. I kept on taking out one box at a time until I had six boxes. Each time I wondered what would be in the next box. Then I came to one that was tied with a strong cord. I was sure it must be the last one. Grandfather said it was.

Think of sentences that will make a good ending for the story. Then choose a title for it.

Writing the story

If you wish to, copy the first part of the story just as it is given. For the rest of the story use sentences of your own. Keep your sentences apart. Use capital letters and punctuation marks where they are needed.

When your story is as good as you can make it, show it to your teacher. Then correct any mistakes that are found.

3. Making Stories More Interesting

To read and think over

The following story is told in two different ways. Which is the more interesting?

JOINING THE PARADE

Circus day was very windy. As I was hurrying downtown, I heard someone cry, "My hat! My hat! My beautiful hat!"

Just then a round red hat rolled past my feet. As I picked it up, a roly-poly man in a red dotted suit ran up, grabbed the hat, and began pulling me down the street. "If we don't hurry," he puffed, "we'll be late."

Before I could say a word, I was shoved into a cart drawn by a goat. We started down the street. "Where are we going?" I asked.

"To the parade," the roly-poly man replied in his comical way.

"Oh, Gee!" I exclaimed. "Let's hurry."

The funny fellow was one of the clowns in the circus.

JOINING THE PARADE

Circus day was very windy. As I was hurrying downtown I heard someone cry that he had lost his hat.

Just then a round red hat rolled past my feet. As I picked it up, a roly-poly man in a red dotted suit ran up, grabbed the hat, and began pulling me down the street. He said that we should hurry or we would be late.

Before I could say a word, I found myself in a cart drawn by a goat. As the goat trotted off, I asked where we were going. The roly-poly man said we were going to the parade.

I told him I'd go along. The funny fellow was one of the clowns in the circus.

In the first story we are not only told what Don and the Clown said, but the exact words that Don and the clown used are repeated, or quoted.

When you repeat, or quote, a person's exact words, you use a direct quotation. The words *My hat! My hat! My beautiful hat!* in the first story about the parade are a direct quotation because they are the exact words that the clown said.

In writing a direct quotation, the exact words are put between marks (“ ”) called quotation marks. One pair of marks (“) is put *before* the first word of the direct quotation. The other pair of marks (”) is put *after* the last word of the direct quotation.

What are the direct quotations in the first story? How many are there? Are there any in the second story?

Studying the first story

Read these paragraphs to yourself and think of answers to the questions that you find in them. Use the first story if you need help.

1. Sometimes a direct quotation comes *after* other words in the sentence that are not a part of it. Example: *As I was hurrying downtown, I heard someone cry, "My hat! My hat! My beautiful hat!"*

What punctuation mark is used to separate the direct quotation from the other words in the sentence?

2. Sometimes a direct quotation comes *before* the other words in the sentence. Examples: (1) *"Where are we going?" I asked.* (2) *"To the parade," the roly-poly man replied in his comical way.*

In each sentence find the punctuation mark that is used to separate the direct quotation from the other words in the sentence. Is this mark placed before or after the last quotation mark?

3. Sometimes only part of a quotation comes *before* other words that are not a part of it. The other part of the quotation comes *after* these words. This kind of quotation is called a **divided quotation.** Examples: (1) *"If we don't hurry," he puffed, "we'll be late."* (2) *"Oh, Gee!" I exclaimed, "Let's hurry."*

Why are two sets of quotation marks needed in a divided quotation? When does the second part of a divided quotation begin with a small letter? When does it begin with a capital letter?

Notice that a new paragraph is begun each time a different speaker is quoted.

Talking together

1. Was the first story more interesting than the second story? Why? In what way was it different from the second story?
2. What is a direct quotation? What are the direct quotations in the first story?
3. Where are quotation marks put to show which words are in a quotation?
4. Where are punctuation marks used

in the quotations in the first story? What marks are they?

5. With what kind of letter does the first part of a quotation begin? When does the first word of the second part of a divided quotation begin with a small letter? When does it begin with a capital letter?

Help your class decide where quotation marks, punctuation marks, and capital letters are needed in these sentences:

1. Get out of the way cried Sam.
2. What for yelled Sue.
3. Did you run into Sue asked Joe.
4. No, I didn't answered Sam but I came close to her.
5. It's a good thing you didn't said Joe. She had a knife in her hand.

Writing quotations

Copy each of the following sentences. Put quotation marks, punctuation marks, and capital letters where they are needed. Begin a new paragraph each time there is a change of speaker.

What is the difference between a jeweler and a jailer asked Helen.

Ann said a jeweler makes a watch and a jailer keeps watch over his prisoners.

No, objected Helen that's not right.

I know the answer said Tubby eagerly a jeweler sells watches and a jailer watches cells.

You're right replied Helen. How did you guess it? Did you read it in last night's paper?

I found the answer in my extensive brain replied Tubby.

Check your paper as your teacher tells you where capital letters, quotation marks, and other punctuation marks should be used. Be sure that you understand why a mistake you made is a mistake.

Correct any mistake you may have made.

4. Writing a Story

To read and do by yourself

Think of a good story that you can write. It may be about something that has happened to you or to someone you know. It may be a story that you have read or heard. It may be a story that you can make up. The pictures and questions on page 198 and the questions given here may help you:

1. What story has an older person told you about something that happened to him when he was young?
2. What amusing thing has happened to you or to someone you know?
3. Who has played a joke on you? What joke have you played on someone?
4. What has frightened a friend of yours and later made him laugh?

1. *Have you ever tried to catch a playful or a runaway animal?*

2. *What accidents have happened to your playthings?*

3. *What surprise have you had?*

4. *Have you ever been lost?*

Plan what to tell in your story. Remember these things:

1. Tell enough events, or happenings, to make your story interesting to hear or read.
2. Tell things in the order in which they happened.
3. If there is a surprise in your story, plan to tell it near or at the end of the story.

Choose a good beginning sentence for your story. It should be part of the story and it should help to make the reader wonder what is going to happen in the story.

Think of sentences that tell the other things you decided to tell in your story. Plan to use direct quotations if you can.

Choose a title for your story. It should help to make others want to hear or read the story.

Writing your story

Write the title of your story in the center and near the top of a clean sheet of paper. Begin with a capital letter the first word and each important word of the title.

Now write your story under the title. Keep your sentences apart. Begin new paragraphs when you need them. Use capital letters, punctuation marks, and quotation marks where they belong.

Check through your story to see whether you made any mistakes. If you find any, correct them. Ask your teacher for help if you need it after you have done your best.

Practice reading your story aloud at home before your next lesson. Try to improve your way of giving the story. Be careful of your pronunciation.

5. Using What You Have Learned

Working together

Read your story aloud when you are asked to do so. Use a pleasant voice. Speak loud enough for everyone to hear, but do not speak too loud or too rapidly. Keep your sentences apart.

Listen carefully while the other boys and girls read their stories so you will hear the interesting things that are said. If you have something to tell or ask about a story, tell or ask it after the reader has finished.

Talking together

The class should choose someone to read aloud the record that they made a few days ago under the title *Stories and Storytelling*. Then they should decide what things the class should do

to write better stories and to tell or read them better.

To do by yourself

See that your story is ready to be put into the *Class Story Book.* You may need to correct mistakes in it. You may need to write it again.

When you have finished, put your story in the *Class Story Book.*

CHAPTER TWENTY-SIX

Using Words Correctly in Stories

1. Learning to Use Four Words

To read and think over

> **The words *torn* and *worn* are used with a helping word such as *has, have, had, is* or *are,* or with a helping group such as *has been, had been,* or *have been.* The words *tore* and *wore* are never used correctly with helping words. The words *teared, tored, weared,* and *wored* are never correct.**

In these sentences *tore, wore, torn,* and *worn* are used correctly:

1. Bob *tore* his shirt on a nail.
2. Signs had been *torn* down.
3. Mary *wore* her new dress today.
4. Sam and Dick *wore* their baseball caps to school.
5. Bill *has torn* his stocking.
6. In John's book two pages *are torn.*
7. *Have* you *worn* your new hat yet?
8. Jack *has worn* his new shoes.

Talking together

Help your class decide which word, *wore* or *worn,* should be used in each blank in these sentences:

1. Jim . . . a torn shirt to school today.
2. Hasn't he . . . it before?
3. He hasn't . . . it any time that I have seen him.
4. Jean said she didn't think Jim had ever . . . it before.
5. None of the other boys . . . torn shirts.
6. Alice said she knows other boys who have . . . them.

Help your class decide which word, *tore* or *torn,* should be used in each blank in these sentences:

7. It's too bad that Jim's shirt was . . . in so many places.
8. Who . . . it?
9. Mary said she didn't know who had . . . it.
10. Ann said none of the boys had . . . it.
11. I don't know who . . . it.
12. Maybe Jim . . . it himself. He wants to join the Pirate Club. You know a boy who wants to do that

must wear to school a shirt that has been ....

13. What a silly thing to do. I've never worn to school a dress that has been ....

14. I know. Boys are queer. This morning I wore a stocking that had been ... a little. I changed at noon when I found out about it.

Take your turn reading some of the sentences aloud. If you wish, ask the class to tell you whether you made mistakes. If you made a mistake, read again on page 200 how *tore*, *torn*, *wore*, and *worn* should be used.

Testing yourself

Think which word, *tore*, *torn*, *wore*, or *worn*, should be used in each blank in the following sentences:

Jim knew he couldn't belong to the Pirate Club until he had ___1___ to school a shirt that had been ___2___. Today he felt silly in the one he ___3___ to school. It was ___4___ in six places.

"Your shirt is ___5___!" exclaimed Jean as Jim walked into the room.

"That shirt was ___6___ long ago," said Sue when she saw what Jim had ___7___.

"You shouldn't have ___8___ a shirt that's been ___9___," said Alice.

Jim ___10___ a sheet from his tablet and wrote on it with a pencil that had been ___11___ down to the wood. Then he pinned the paper on the shirt he ___12___. This is what he wrote:

"The shirt I've ___13___ is ___14___, I know,
But not because my mom can't sew.
I ___15___ it and ___16___ it because, you see,
A pirate bold I want to be."

After that, no one said anything when Jim ___17___ a shirt that had been ___18___.

Number a paper from 1 through 18. After each number write the word that should be used in the blank which has the same number.

Check your paper as your teacher reads the correct words aloud.

If you made a mistake in the test, read page 200 again. Then work out exercise I on page 213.

2. Using *Can*, *May*, *Let*, and *Leave*

To read and think over.

Boys and girls often use the word *can* when they should use *may*. For example, they ask, "Mother, *can* I go to Tom's house?" when they mean "Mother, *may* I go to Tom's house?" Or they say, "You *can* use my pencil," when they mean, "You *may* use my pencil."

In these sentences *may* and *can* are used correctly:

1. Mother, *may* I go to Tom's house?
2. You *may* go for an[illegible]er.
3. Sam, *may* I borrow your pencil?
4. You *may* use it in a minute.
5. I *can* swim under water.
6. *Can* Bill dive backwards?

7. Mary *can* bake good cakes.
8. Who *can* find Tom's dog?

> **It is correct to use *may* in asking permission, in giving permission, or in refusing permission to do something.**
>
> **It is correct to use *can* in telling or in asking whether a person is able to do something.**

Many boys and girls use *leave* when they mean *let.* They say, "Please *leave* me go with Bill," when they mean, "Please *let* me go with Bill," or they say, "Will you *leave* me have lunch early?" when they mean, "Will you *let* me have lunch early?"

> **The word *let* means *permit* or *allow.* Like the word *may,* it should be used to ask, to give, or to refuse permission. To *leave* something means to go away from it, to go without taking it, or to allow it to stay. It should not be used to ask or give permission.**

In these sentences *let* and *leave* are used correctly.

1. Dad will *let* me have his coat.
2. Mother *lets* me go to see a picture once a week.
3. They always *let* us play there.
4. *Let* me have the ball a minute.
5. *Leave* the door open, Sue.
6. I'll *leave* the house before long.
7. *Leave* the book on the table.
8. Will you *leave* your skates here?

Talking together

Help your class decide which word, *may, can, let,* or *leave,* should be used in these blanks:

1. . . . Ted swim faster than you?
2. I think he . . . .
3. . . . I have that book when you are through with it?
4. You . . . have it tomorrow.
5. Dad, . . . I get a new bat?
6. . . . the wagon here tonight.
7. Did you . . . your hat at home?
8. Will you . . . me get a new coat?
9. Did he . . . you buy the pup?
10. I'll . . . you use my pen now.

With others in your class read the sentences aloud, each person reading one sentence every time his turn comes.

Testing yourself

Think which word, *can, may, let,* or *leave,* should be used in each blank in the following sentences:

_1_ I go to Jean's house, Mother? I want to _2_ this book for her.

If I _3_ you go, _4_ you be back in half an hour?

If you'll _5_ me ride my bicycle, I'll be back sooner than that.

All right! You _6_ go. I'll _7_

you ride your bicycle, if you think you __8__ be careful. It's almost dark.

I hoped you'd __9__ me go. If I __10__ go now, I __11__ be back by seven. __12__ I stay up and play then? __13__ I read awhile too?

I think I'll __14__ you do that.

Number a paper from 1 through 14 and write the word that should be used in each blank.

Check your paper as your teacher reads the correct words aloud. If you made a mistake on the test, read pages 201 and 202 again. Then work out exercise I, page 213.

3. Reviewing Important Words

To read and think over

Think which word, *sit, set, sat, began,* or *begun,* should be used in each blank in these sentences:

Whenever Carol's little brother Buddy __1__ to be naughty, he had to __2__ in the corner. From the time he had __3__ to __4__ in chairs, he had __5__ in the corner at least once a week. Some days he __6__ there much of the time. One week he __7__ in the corner so often that Carol __8__ to think that she should __9__ a special chair for him there.

Yesterday morning Carol went to __10__ some toys on the shelf in Buddy's room. She had not yet __11__ her work when she noticed that Buddy __12__ in the corner.

"Have you __13__ being naughty so early?" asked Carol as she __14__ some toys down.

Buddy __15__ still. "No, I haven't," he said. "Maybe if I __16__ here now, I won't have to __17__ so long after I've really __18__ to be naughty."

Think which word, *knew, known, threw, thrown, grew,* or *grown,* should be used in each blank in the following sentences:

Tom, would you have __19__ Harry Bond? He has __20__ so much I hardly __21__ him yesterday.

How long have you __22__ Harry? John and I have __23__ Harry ever since he lived here three years ago, but neither of us __24__ that he had __25__ so tall. He __26__ almost six inches last year.

Harry used to be a good wrestler. He has __27__ me more times than I ever __28__ him. We haven't had a chance to wrestle since he has __29__ so big. Yesterday I __30__ that he wanted to try again. I wonder whether I could have __31__ him. He has __32__ so much he doesn't seem at all like the fellow I __33__.

Testing yourself

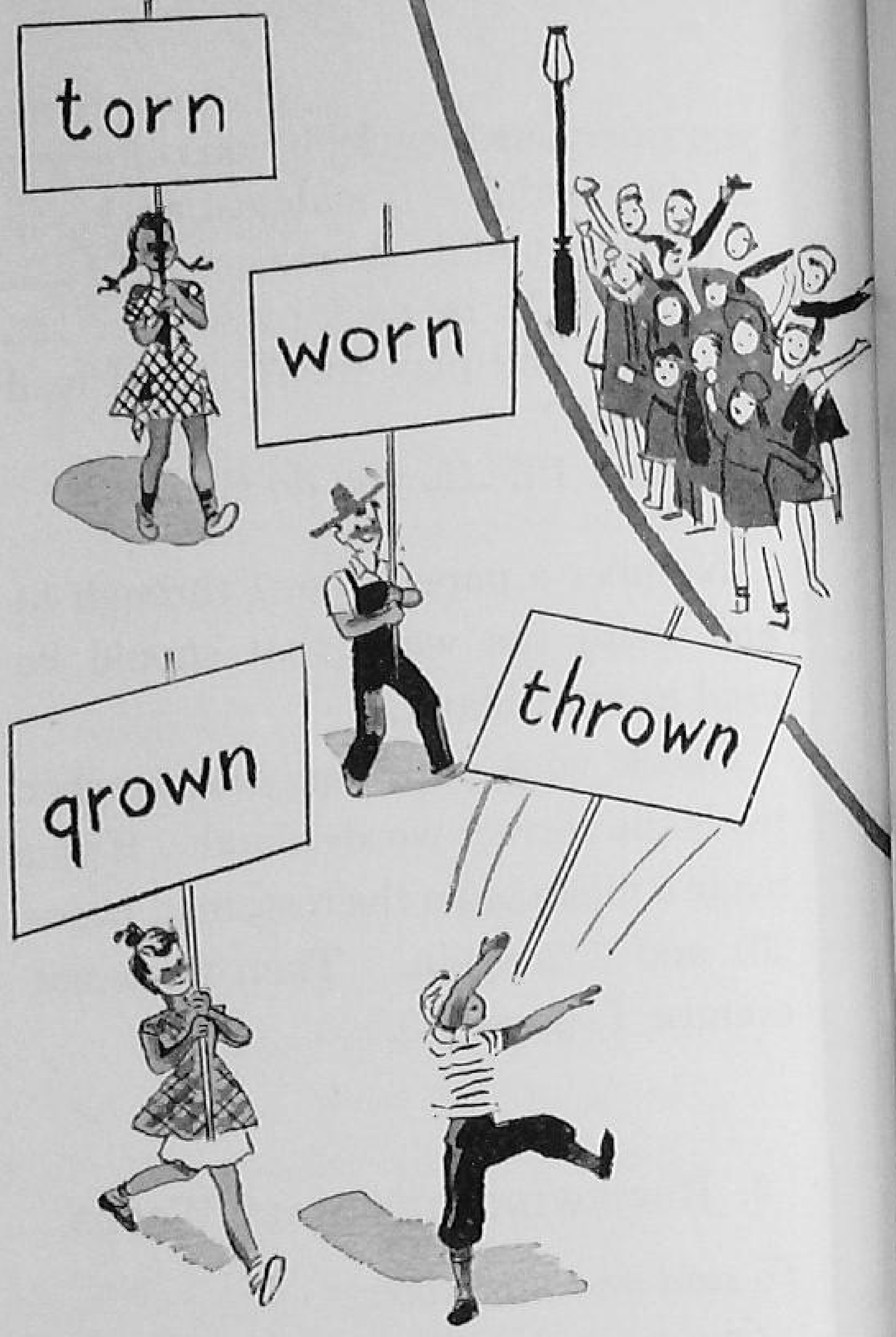
Number a paper from 1 through 33. After each number write the word that should be used in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud.

4. Using What You Have Learned

To read and think over

Think which word, *may*, *can*, *let*, *leave*, *tore*, *torn*, *wore*, or *worn*, should be used in each blank in this story:



HUNG IN THE AIR

"... I go over to Mary's house, Mother?" asked Joe, rushing into the kitchen. "The Shaws will ... me ride in their new car."

"If I ... you go, ... you remember to come home at five o'clock?" asked Mrs. Harris.

"Oh, yes, I'll ... there by half past four," Joe promised as he started for the door.

"Don't ... the screen open! Be careful of your new slacks! This is the first time you've ... them," Mrs. Harris called.

Joe ... the door slam, rushed down the steps, and dashed toward the back fence.

Suddenly, Mrs. Harris heard Mary shout, "Look at Joe, Dad. Isn't he a sight! He's ... his new slacks all to pieces."

From her window Mrs. Harris saw what had happened. On a picket Joe was hanging by his belt. He had ... the seat out of his slacks. Mary and her father were coming to help him down.

"I'm sorry I ... you wear your new slacks, Joe," said Mrs. Harris. "But if you had ... your old ones, you might have ... your skin. I'd rather try to patch slacks that have been ...."

Working together

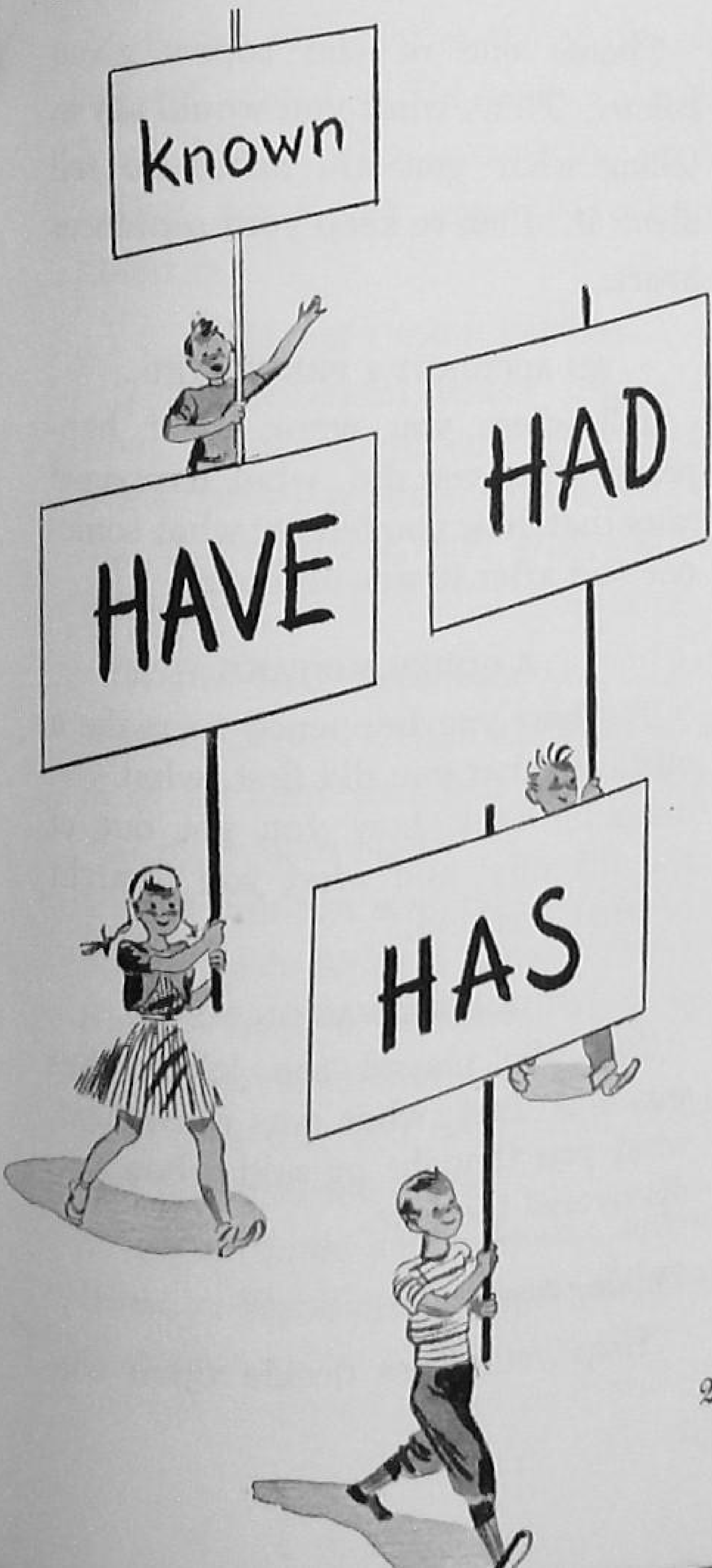
Help your class decide which word should be used in each blank in the story. Then take your turn reading part of the story aloud.

Writing sentences

Write four questions that the following sentences answer. In each question use the right word given after each statement. Use capital letters and punctuation marks as needed.

1. I'll let you go if you'll come home at two o'clock. (may — can)
2. You may use it when Sam is through with it. (let — leave)
3. No, I haven't torn it. (tore — torn)
4. I haven't worn them yet. (wore — worn)

Show your paper to your teacher. If you made any mistakes, correct them.



5. Testing Yourself

To read and do by yourself

Think which word, *tore, torn, wore, worn, may, can, let,* or *leave,* should be used in each blank in these sentences:

_1_ I _2_ Dick wear one of my sweaters, Mother? He'll _3_ it here when he goes home.

Yes, you _4_ _5_ him wear it, Bill. Which sweater are you going to _6_ him have?

I thought I'd _7_ him wear the blue one. He _8_ get it on. It's big enough for him.

The blue one is _9_ in two or three places. It's about _10_ out. You'd better _11_ Dick wear the red one. You haven't _12_ it much.

I _13_ it to school yesterday. Two of the buttons were _14_ off. I don't know what _15_ them off. I told you I would _16_ the sweater in the sewing room for you to mend.

You'd better _17_ Dick wear the blue sweater, then. What did you do with the buttons that were _18_ off the red one? _19_ me have them. I _20_ sew them on this afternoon.

Number a paper from 1 through 20. After each number write the word which should be used in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud. If you made any mistakes, correct them.

CHAPTER TWENTY-SEVEN

Using Good Sentences in Stories

1. Finding and Making Sentences and Keeping Sentences Apart

To read and think over

Which of the following groups of words are sentences? What punctuation mark should be placed at the end of each sentence? What words would you add to each group that is not a sentence in order to make a sentence?

1. In our school next year
2. Going to have a swimming pool
3. What fun we'll have
4. The pool will be seventy feet long
5. Deeper at one end than the other
6. Knows how to swim already
7. So does Jack
8. Can Mary swim
9. Better than most of the girls
10. How do you know
11. I saw her swim at Clear Lake
12. Are you going to take lessons
13. I hope I can
14. Is going to take them
15. I saw her win a race once
16. How she did swim
17. No one could keep up with her
18. How fast she went
19. Just like a fish
20. How much will lessons cost
21. I'd like to take a few
22. The right way to swim

Improving a story

Which sentences are run together in this part of a story that Ellen gave?

One winter day I was coasting down the big hill. A skinny, collie puppy ran out in front of me; and so I tried to turn my sled away from him and he was too fast for me and a sled runner knocked him down it cut his right front leg.

Choose one of the topics given below. Think what you would say in telling what you are asked to tell about it. Plan to keep your sentences apart.

AN ACCIDENT I PREVENTED

Tell where you were, what happened, what you did, what happened after that, how you felt, or what someone said after it was all over.

A QUEER MISTAKE

Tell how you happened to make a mistake, what you did first, what you did after that, how you got out of the difficulty, and what you thought or what was said.

THE JOKE WAS ON ME

Tell who played the joke, what was done first, what was done next, what you thought or said when you discovered the joke.

Talking together

Help your class decide upon cor-

rect answers for the three questions at the beginning of this lesson.

Help decide also what sentences Ellen ran together (page 206).

When you are called on, tell what you were asked to tell about the topic you chose. If you wish, ask the class to tell you whether you kept your sentences apart.

Writing sentences

Choose one of the topics you did not tell about or the topic given below. Think what you would say in telling what you are asked to tell about it.

A PLACE I ONCE VISITED

Tell when and where you went, what you did there first, what you did next, what happened that was exciting or surprising, and how you felt about it.

Write your sentences on a clean sheet of paper. Then use these questions to help you find any mistake you may have made:

1. Did you run sentences together?
2. Did you write a group of words that is not a sentence when you should have written a sentence?
3. Where did you use capital letters and punctuation marks?

If you made any mistakes, correct them. Show your paper to your teacher.

2. Combining Ideas

To read and think over

How many sentences are in each of the seven paragraphs given below?

1. The boys went skating. I went skating with them.

2. We saw a bear in the park. We saw a monkey and a lion too.

3. Tom saw a strange animal. He saw it in the park. It was black.

4. The boys went to the lake to watch the ducks. They went to watch the swans. I went with them.

5. We played on one of the swings. It was the swing that Mary fell out of last summer.

6. Yesterday I read a story about a boy. He didn't like playthings. He didn't care for candy either.

7. We saw a policeman in the park. He was the policeman who found Sam's little sister when she was lost. He found her downtown.

Think how you would combine the ideas in each of the paragraphs into one sentence. These suggestions may help you:

1. Leave out words you do not need, but tell everything the paragraph tells.
2. You may want to use such a word as *and, when, which, who,* or *that* to connect the parts of a sentence.
3. Do not run sentences together by using the word *and* to connect them.

Talking together

When you have a chance to do so, give the sentence you made when you combined the ideas in one of the paragraphs. Help your class decide how the ideas in each paragraph can be combined into one sentence.

To do by yourself

Copy the following story. Combine ideas that need to be combined. Use capital letters and punctuation marks where they belong.

AT THE PET SHOP

Yesterday my friends went skating. I went too. We skated up and down hills. We skated across streets.

Finally we came to a strange part of town. On a corner was a pet shop. We went in. We went in to ask the way home.

When we opened the door, a parrot screamed, "Close the door! There's a draft in here!"

An old man told us the way home. Before we left he showed us his dogs. He showed us his monkeys. As we left he said, "Come again." The parrot cried, "Close the door!"

Check your paper as your teacher tells you how the ideas should be combined.

If you need more practice in separating and combining sentences, use exercises II and III, pages 213 and 214.

3. Writing Direct Quotations

To read and think over

Which words in the following story are the exact words that the speakers used? Find each direct quotation.

A HELPFUL PARROT

One morning a tramp knocked at the door of a little house in which an old woman lived alone with her pets.

"Will you give me something to eat?" the man asked in a rough voice.

"If you will sit down on the doorstep, I'll bring you some bread and cheese," replied the old woman kindly.

"I don't want bread and cheese," growled the tramp. "I want a hot breakfast and I'll have it in the house!"

The tramp took a step forward.

"Help, help! Uncle George!" called a childlike voice somewhere in the house.

The man waited to hear no more. Down the path and into the road he ran.

"Good little Polly!" said the old woman as she turned toward her parrot. "For your talk you shall have the best breakfast I can find."

Decide for yourself where quotation marks should be placed in the following story. Decide also what punctuation marks should be added, where each mark should be placed, and where capital letters are needed.

THE FOX AND THE LION

One day the fox asked the other animals have you seen our enemy, the lion, recently

I haven't seen him for a week answered the rabbit.

I've heard that the lion is very sick said the donkey. Some of my friends say he isn't able to get out and find food.

I think I'll find out for myself said the fox. Off he went to the lion's den. It was on the other side of a distant hill.

How are you Mr. Lion inquired the fox.

Not well at all replied the lion. Come in.

I think I had better not said the fox You are too ill to have visitors.

Oh, no answered the lion Several of your friends have been to see me. Come right in.

No thank you said the fox. I have just noticed that all the tracks go into your den but none of them come out.

Working together

With others in your class read the direct quotations in the two stories. Each person should read a quotation when his turn comes. Leave out all words that were not spoken by someone.

Help your class decide where quotation marks and commas should be placed in the second story.

To do by yourself

As you copy the following story, put in the quotation marks, capital letters, and punctuation marks that are needed.

A REMARKABLE TIN CAN

Why do you shine so brightly a pebble asked a tin can that sat on a rock near by.

I am a cousin of lightning replied the can with a great show of pride. That is the reason.

Certainly that is reason enough said the pebble.

A little later a storm came. Lightning struck the rock and blackened the can.

What became of your brightness asked the pebble after the storm was over.

Oh, I lent it to my cousin who came to visit me replied the can. He will flash much more brightly hereafter in the heavens.

It seems that one big lie calls for another remarked the pebble to himself.

Checking your work

Check your paper as your teacher tells you where quotation marks, capital letters, and punctuation marks should be used.

If you made any mistakes, find out why they were mistakes and correct them. Then let your teacher see your paper.

4. Using Words That Are More Suitable

To read and think about

Read through this story. Then for each word or group of words printed in italics choose a word (or group) from the list that has the same number. Choose words that have more exact or more suitable meanings for the story. Use the picture and your dictionary to help you if you need them.

THE WINNING HIT

"Hit it a mile, Earl! Get a home run," (1) *said* the Yellow Jackets as their best batter stepped to the plate. When the first ball was pitched, he (2) *moved* his bat at it but failed to (3) *get* it. One strike! He missed the second pitch also. Two strikes. It was an (4) *awful* moment. If Earl (5) *didn't get* the third time, the Yellow Jackets would lose. If he could make a (6) *nice hit* they would win the game.

"You can't hit it! Throw that bat away and try a shovel!" (7) *said* the Hornets in good-natured (8) *talk.*

Calmly Earl watched as the Hornet's pitcher (9) *got* his arm back and started the ball on its way. Earl took a (10) *fine* swing and heard a (11) *funny noise* as the bat met the ball squarely. Over the head of the center fielder the ball sailed. Before it could be recovered, Earl had scored. The Yellow Jackets had won.

1.	2.	3.
warned	punched	reach
urged	pushed	find
argued	threw	hit
declared	pressed	feel
persuaded	swung	secure

4.	5.	6.
urgent	failed	good ball
exciting	lost	home run
ugly	left	fly ball
uneasy	missed	catch
ordinary	dropped	throw

7.	8.	9.
whined	support	brought
groaned	help	drew
grumbled	banter	laid
shouted	argument	held
wailed	aid	took

10.	11.
powerful	low gurgle
pretty	deep rumble
lovely	loud roar
clear	sharp crack
gorgeous	long boom

Writing the words chosen

List the words you chose. Number each word to show where it belongs.

Talking together

Help the class decide which words in the lists should be used in place of the words printed in italics. Help decide also why other words in the lists are not suitable for this story. If you are asked to do so, read the story aloud. Put in the words you chose.

...mstrong Roberts

STRIKE TWO!

To read and talk over

What game are these boys playing? How is it played? What are the different players called?

To do by yourself

For each numbered group of words in the following paragraph, choose and write one word from the list below it. Keep the meaning of the paragraph about the same. Number each word to show where it belongs.

Toby had come through the fence (1) *in a hurried manner* as if he were (2) *filled with fear* by something (3) *of very great size.* For a second he seemed (4) *unable to move.* Then (5) *in the next instant* he became very much alive. (6) *It was plain* he (7) *made up his mind* to run for safety in the nearest place where it might be found. (8) *At any rate* he (9) *went out of sight* under a large bush that stood (10) *in back of* the house.

immediately	disturbed	evaporated
beside	paralyzed	awful
persuaded	decided	monstrous
disappeared	anyway	hastily
evidently	behind	terrified

Get someone to check your paper while you check his. If you disagree, ask your teacher to tell who is right.

5. Using What You Have Learned

To read and do by yourself

What sentences did Jim run together in the following story? What ideas should he have combined into one sentence?

CAUGHT ON A ROCK

Last summer Dad and Uncle Ben took me on a canoe trip down the river and so at first the water was so smooth that the trees on the banks seemed to slip by us.

Smoothly and swiftly we glided around a corner. Before us were great, jagged rocks. Before us were big, splashing waves. We were in the rapids! I clung to both sides of the canoe as it began to pitch and toss.

Suddenly I heard a grating noise and we came to a quick stop and the canoe was caught on a rock. Dad pushed with his paddle. Uncle Ben pushed with his paddle. I sat as still as I could I knew that if I stirred I might tip us over. Finally we moved soon again the trees began slipping by instead of jumping up and down on the shore.

Copy Jim's story on a sheet of paper. Separate the sentences that are run together. Combine ideas that need to be combined.

Working together

If you are asked to do so, read your copy aloud. Help your class decide how the sentences that Jim ran together should be separated. Help them decide also how he should have combined ideas.

If you do not understand why a mistake that you may have made is a mistake, ask to have it explained.

More Practice

I

Using words correctly

As you read this story carefully, decide which word, *wore*, *worn*, *tore*, *torn*, *let*, *leave*, *may*, or *can*, should be used in each blank.

A NARROW ESCAPE

Alice ___1___ her new hat proudly. "Mother," she begged, "___2___ I show it to Louise? I haven't ___3___ it before, you know."

"Yes, if you ___4___ be careful of it," her mother said.

"And, Mother, please ___5___ me stay a while and play with Louise."

"All right, you ___6___ stay if you ___7___ remember to ___8___ before Mrs. Sanders has to send you home."

After Louise and Mrs. Sanders had admired the hat that Alice ___9___, the two girls went out to play croquet. Alice hadn't meant to ___10___ her new hat lying in the Sanders' porch swing, but that's just what she did.

An hour later Louise's brother Ted joined the croquet players.

"Where's Spot?" Louise asked. "I promised Alice I'd ___11___ her play with him."

"Mother told me to ___12___ him romp on the porch," said Ted. "He has ___13___ up everything that he can find."

Suddenly Alice remembered. "Oh, my hat! My new hat! Spot has probably ___14___ it to shreds," she shrieked as she ran to the porch. "I wish I hadn't ___15___ it."

The hat was gone! The blue ribbon that Spot had ___16___ from the hat was dangling from his mouth!

"Look!" cried Alice. "He's not only ___17___ it to bits, but he's eaten it."

"Oh, no he hasn't, dear," comforted Mrs. Sanders as she came through the door with Alice's hat. "Spot ___18___ only one end of a ribbon streamer. I cut off the part that he ___19___."

Number a paper from 1 through 19. After each number write the word that should be used in the blank that has the same number.

II

Finding and making sentences

At three places in the following story Beth wrote just a group of words instead of writing a sentence. As you copy the story, use each group in making a sentence.

CORKY

I have a pet hen that I call Corky.

A funny name for a chicken. We call her Corky because of the way she hurried to my brother one morning when he fed the chickens. Imitating a hen's cackle by calling "c-ork-ork-ork-y."

The hen ran to him. Something good to eat. From that day on my chicken has come running whenever anyone calls "Corky."

Correct your paper by reading carefully each group of words that you wrote in the form of a sentence. Ask yourself, "Does it make sense by itself?"

III

Separating sentences

Copy the following story. Separate the sentences that are run together.

A RADIO FAN

Jiggs is the only cat I know that is a radio fan every time we turn our radio on, Jiggs jumps up on it. He sits so still it seems as though he understands and enjoys the broadcasts my sister says this is because he's an unusually intelligent cat, but Dad and I think he just likes the warmth from the radio tubes. I never saw cats pay any attention to music they never howl as dogs do.

Use these questions in checking your paper:

Did you keep your sentences apart?

Did you begin each sentence with a capital and end it with a period?

Combining ideas

As you copy the following story, combine the ideas in each paragraph into one sentence:

A RAINY DAY PAL

My dog is named Coco. He is a brown dog. He plays hide and seek with me and my friends on rainy days.

I tie a handkerchief over his eyes. I hold him by his collar. I do this until all of the children have hidden.

They call, "We are ready." Then I take the handkerchief off Coco's eyes. I say, "Go find them, Coco."

He finds each child. He barks proudly as he finds each one. He races back to me.

I'd try to teach him to touch the base. I'd try if I thought he'd learn it.

Check your paper. Did you write one sentence for each paragraph of the story. Did you begin each sentence with a capital letter and end it with a period? Did you use quotation marks correctly in your third sentence?

UNIT TEN
Giving Directions

CHAPTER TWENTY-EIGHT

Giving Clear Directions

1. What Are Good Directions?

To read and think over

Follow these directions now for making a paper drinking cup:

Use a piece of paper that is about six inches square. Fold it once to make the paper three-cornered. To do this, fold it through the middle by putting one corner on the opposite corner. Turn the folded edge toward you and think of it as the bottom edge.

Fold the left corner to the right so that the point is two-thirds of the way across the bottom edge of the paper. Next, fold the right corner to the left. Put the corner between the edges of the left fold and push it as far as it will go.

Now, fold the top corners away from each other and down the outside of the cup as far as they will go. Open the cup between the top folds.

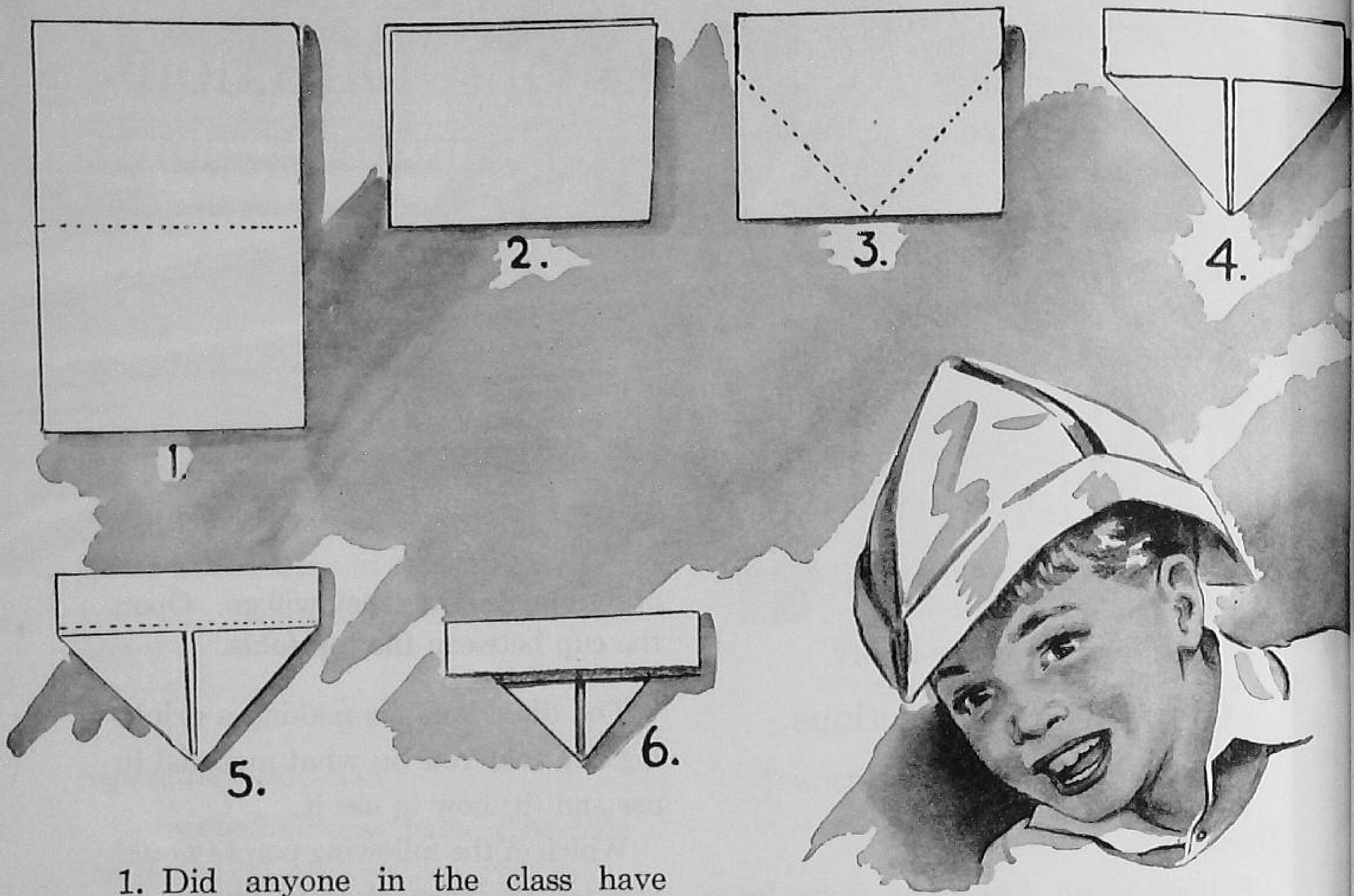
The directions for making a drinking cup told you (a) what material to use and (b) how to use it.

Which of the following points would you try to make clear in giving directions for making something? In giving directions for finding a place, a building, or some other object?

1. What materials to use
2. What is to be done
3. Where to go
4. The order in which things are to be done
5. Ways in which a place, a building, or an object may be recognized

Talking together

With the help of your class, answer the questions just given and those that follow on the next page.



1. Did anyone in the class have trouble in making the paper cup? Was it because the directions were poor? Was it because he did not read and follow the directions carefully?

2. Why is it important to be able to give good directions? For what things might you need to give directions?

Help your class make a list of rules to follow in giving clear directions. When you think of an important point that has not been given, put it into a sentence for your teacher to write on the board as one of the rules.

Writing directions

The pictures on this page show how a sheet of paper is folded to make a paper hat. The sheet of paper should be a little longer than it is wide. The dotted lines in pictures 1, 3, and 5 show where to make folds. Pictures 2, 4, and 6 show how the paper looks after the folds are made.

Write the directions for making a paper hat. Tell what to use and how to make each fold.

Checking your work

If you are asked to do so, read your directions. Find out whether the class think you made them clear.

2. Telling Enough in Directions

To read and think about

On the diagram below find the post office and the Porter School.

Think how you would go from the school to the post office. How many blocks or squares is it? How many east? How many north? How can a post office usually be recognized?

Did Sally tell enough when she gave the following directions?

To get to the post office, you go up Cedar Avenue and Fifth Street. Then you go up Kent Avenue. The post office is there.

Talking together

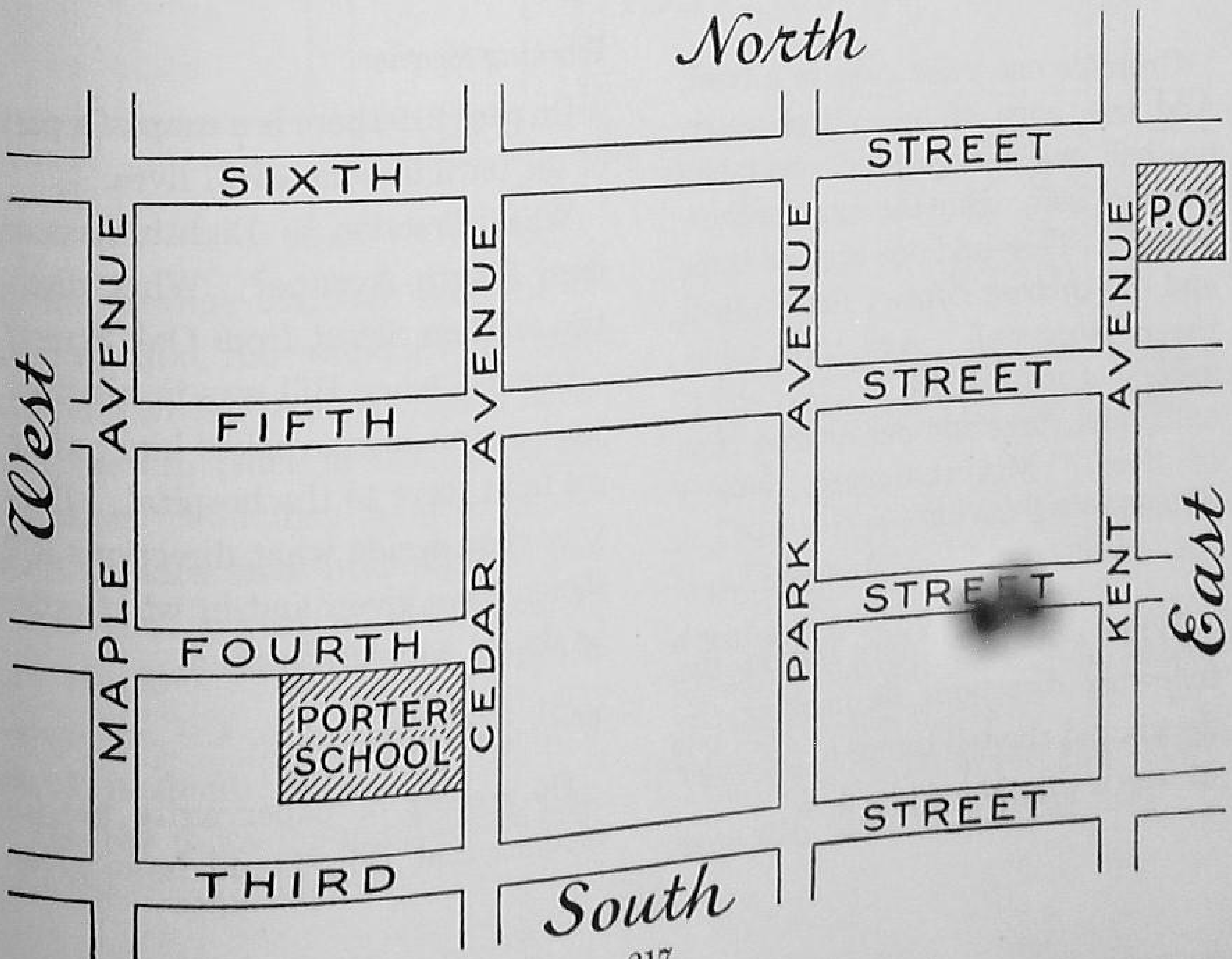
1. Decide with your class what more Sally should have said than she did say.

2. When you give directions, why should you make them clear and complete?

Writing directions

Imagine that you are at the Porter School and that a stranger in the town asks you how to get to the post office. Think just what you would do in going there. Write complete directions for him to follow.

Read your directions if you are asked to do so. Find out whether the class think you told enough. Rewrite the directions if you need to. Then hand your paper to your teacher.



3. Telling Things in the Right Order

To read and think over

You probably know that the dough for bread or rolls must rise before it is ready to bake. You probably know also that the yeast which is put into the dough to make it rise consists of tiny plants.

Because the yeast plants must have water to make them grow, it is important in making the dough to mix the yeast with water first. This gives the yeast a start and gets it ready to make the dough rise.

When Jean made the dough for her first rolls, she used the following directions:

Crumble one yeast cake in a bowl. Add two cups of luke-warm water, one-half cup of sugar, and one tablespoon of salt. Stir the mixture thoroughly. Then add one egg and three and one-quarter cups of flour. Beat the mixture well. Add three tablespoons of melted lard or other shortening and three and one-quarter cups of flour. Mix thoroughly into a dough.

When Jean gave Mary and Sue the following directions for making the dough, did she tell things in the order in which they should be done?

Crumble one yeast cake in a bowl. Add one egg and three and one-quarter cups of flour. Beat the mixture well. Then add two cups of lukewarm water, one-half cup of sugar, and one tablespoon of salt. Stir the mixture well. Add three tablespoons of melted lard or other shortening and three and one-quarter cups of flour. Mix thoroughly into a dough.

Talking together

1. When Jean gave the directions she used, did she tell things in the order in which they should be done? What mistakes did she make?
2. When you give directions, why should you tell things in the order in which they are to be done?

Working together

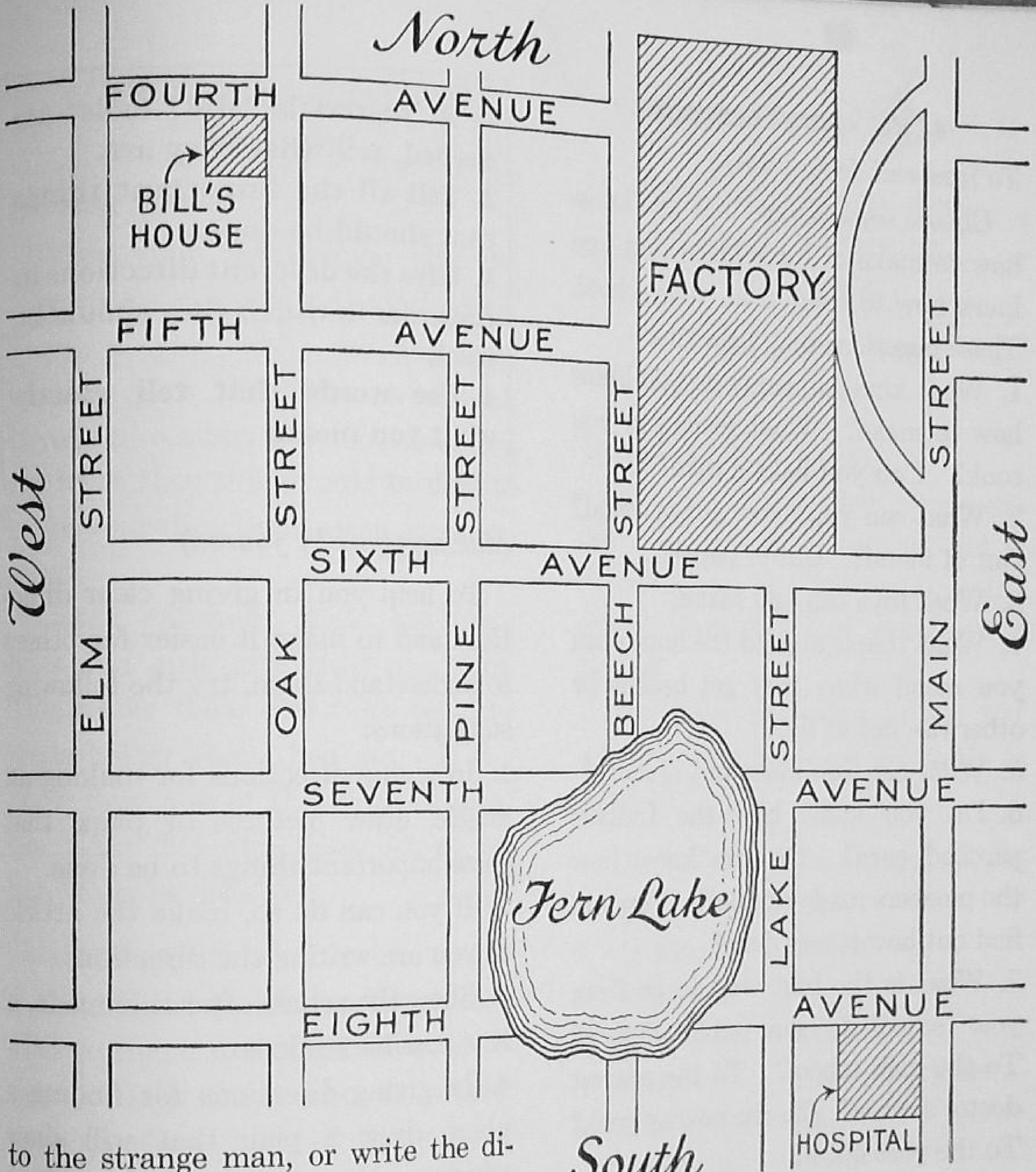
On page 219 there is a map of a part of the town in which Bill lives.

What direction is Eighth Avenue from Fourth Avenue? What direction is Main Street from Oak Street?

One day when Bill was in his front yard, a strange man asked him how to get from there to the hospital. Help your class decide what directions Bill should have given and in what order he should have given them.

Writing directions

On a sheet of paper write the directions that Bill should have given



to the strange man, or write the directions that you would give to someone who wishes to go from your house to a certain place in town or in the country. You may want to choose such a place as a hospital, the post office, your school, a certain church, or a neighbor's farm. Be sure to tell things in the order in which they should be done.

Use the following questions to help you check your work:

1. Does each sentence say exactly what you mean? Did you use exact words?
2. Did you keep your sentences apart? Is each group of words that looks like a sentence really a sentence?
3. Where did you use capital letters and punctuation marks?

Correct any mistake you find. Then show your paper to your teacher.

4. Planning Directions

To read and do by yourself

Choose some article that you know how to make or some place that you know how to reach from your school. These questions may help you:

1. What kinds of candy do you know how to make? What foods can you cook? Can you bake a cake?
2. What can you make out of wood? Out of metal? Out of paper?
3. What toys can you make?
4. What things around the house can you mend when they get broken or otherwise out of fix?
5. What can you make out of cloth?
6. Do you know how the Indians parched corn? Do you know how the pioneers made candles? Can you find out how it was done?
7. What is the best way to go from your school to the public library? To the high school? To the nearest doctor's office? To the nearest park? To the post office?
8. How would you direct a stranger from your school to a certain town near by?

Now think of or find out everything you should tell in giving directions for making the article or for reaching the place you chose. Then think of sentences that tell those things.

Follow the rules in the next column for giving directions:

> **1. If materials and tools are needed, tell what they are.**
> **2. Tell all the important things that should be done.**
> **3. Give the different directions in the order in which they should be used.**
> **4. Use words that tell exactly what you mean.**

Making plans by yourself

To help you in giving clear directions and to make it easier for others to understand them, try the following suggestions:

1. In giving directions for making an article, draw pictures or plans that show important things to be done.
2. If you can do so, make the article as you are writing the directions.
3. Show the article after it is made, if it is possible to do so.
4. In giving directions for finding a place, draw a plan that will show which roads or streets to take.

Writing directions

Write your directions on a clean sheet of paper. Keep your sentences apart. Use capital letters and punctuation marks where they are needed.

Ask a classmate to read your directions. Make any change he suggests which will make them clearer.

5. Using What You Have Learned

Working together

When your turn comes, give the directions you wrote in the last lesson. Then, if you wish, ask the class whether your directions were good. If your directions were not clear, find out what they think could be done to make your directions easier to understand.

Listen carefully while the other boys and girls give their directions. Think how these directions could be made better than they are. If you know how one of the boys (or girls) can make his directions better, tell him when he asks you.

Talking together

Help the class decide whether they wish to make a *Class Book of Directions.* Help them also to answer these questions.

1. How will the papers be fastened together to make a book? Who will do it?
2. What kind of cover should the book have? Who will make it?

To do by yourself

Is your paper good enough to be put in a *Class Book of Directions?* Write your directions again if you need to.

CHAPTER TWENTY-NINE

Speaking Clearly and Correctly in Giving Directions

1. Pronouncing Words Correctly

To read and do by yourself

Do you say *pin* when you mean *pen?* Do you say *lemme* instead of *let me?* Do you say *runnin'*, and *comin'*, when you mean *running* and *coming?*

Pronounce each word in the first column of the following list softly to yourself:

	Say:	*Do not say:*
1.	pen	pin
2.	looking	lookin
3.	slept	slep
4.	won't you	woncha
5.	window	wiṇda or winder
6.	ten	tin
7.	coming	comin
8.	want to	wanna
9.	and	an
10.	fellow	fella or feller
11.	can	kin
12.	running	runnin
13.	told	tol[illegible]
14.	let me	lemme
15.	for	fur
16.	catch	ketch
17.	going to	gonna

18. last las
19. did you didja
20. yet yit
21. just jest, jist, or jes
22. get git
23. don't know dunno
24. can't you cancha

Working together

When you have a turn, pronounce aloud five words in the list. Find out whether you made any mistakes.

If you are asked to do so, read some of these sentences aloud. Pronounce correctly each word printed in italics.

1. Sam is *looking* out of the *window* *for* Jack *and* Tom. I hope they haven't *slept* too late to *get* here in time *for* the bus. They *told* me *last* night they were *going to* be here on time. I don't *want to* be late *for* the hike.
2. It's *just* a quarter to *ten*. There's time *yet* for them to *catch* the bus. *Did you* tell them the bus came at *ten* o'clock? *Can't you* see them *yet*, Sam? *Let me* look.
3. I *can* see one *fellow coming* now. It's Jack all right. There's Tom behind him. They're *such* slow fellows. I suppose they *don't know* how late it's *getting* to be. Here they come *running* now.
4. *Won't you let me* have your *pen* a minute, Sam? I *want to* check Jack *and* Tom off the list. I have to give the scout master a list of all the boys who leave from here.

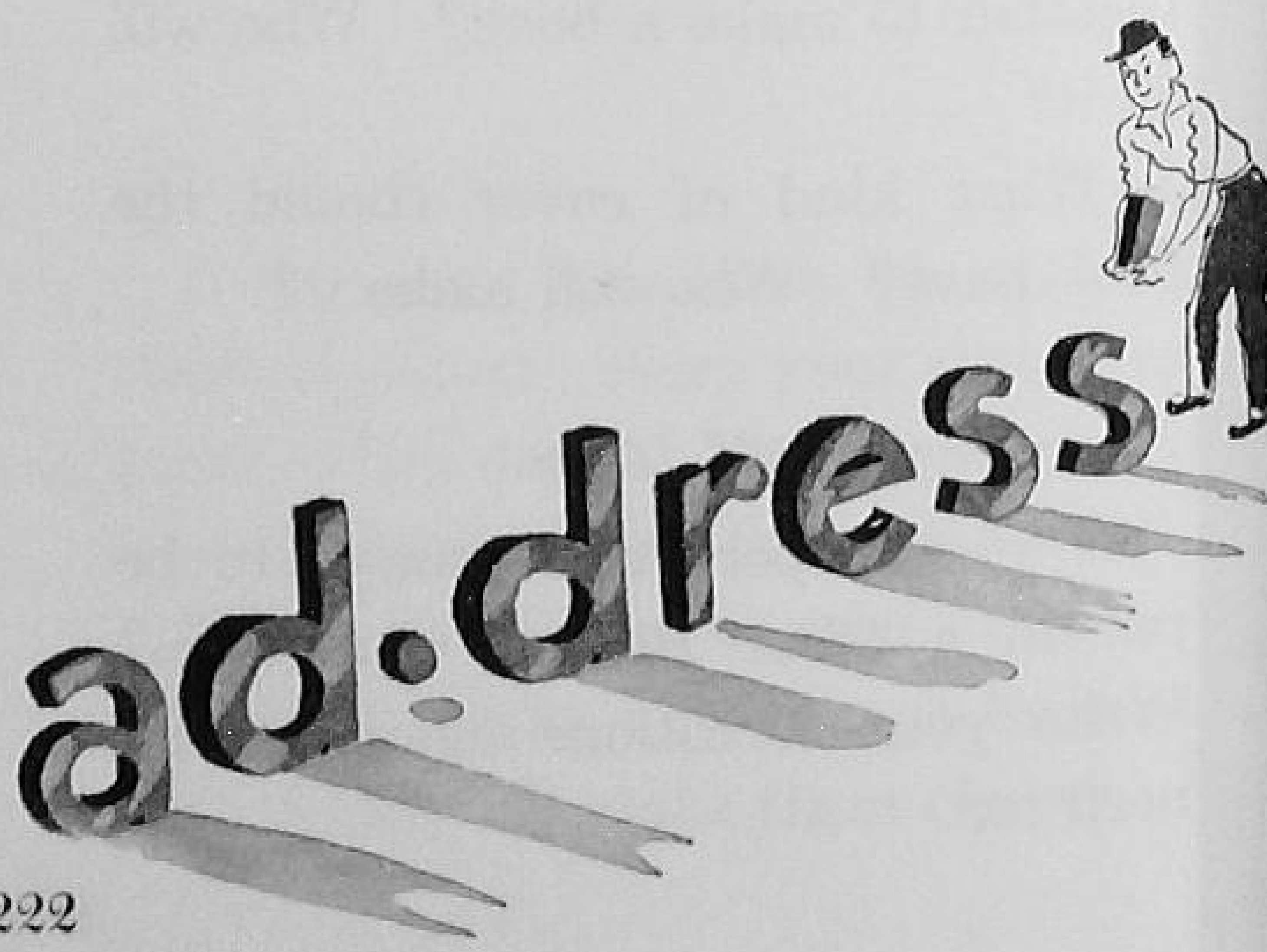
To do by yourself

Find out which of the words in italics you did not pronounce correctly. Then write sentences of your own in which you use those words. You may use one, or more than one, of the words in each sentence. Your sentences may be statements, questions, or exclamatory sentences.

Check over your sentences. Make sure that you have used capital letters and punctuation marks where they belong. Separate any sentences that you ran together.

To do with a partner

Choose a classmate for a partner. Read your sentences aloud to him. Find out whether he thinks you pronounced the words correctly.



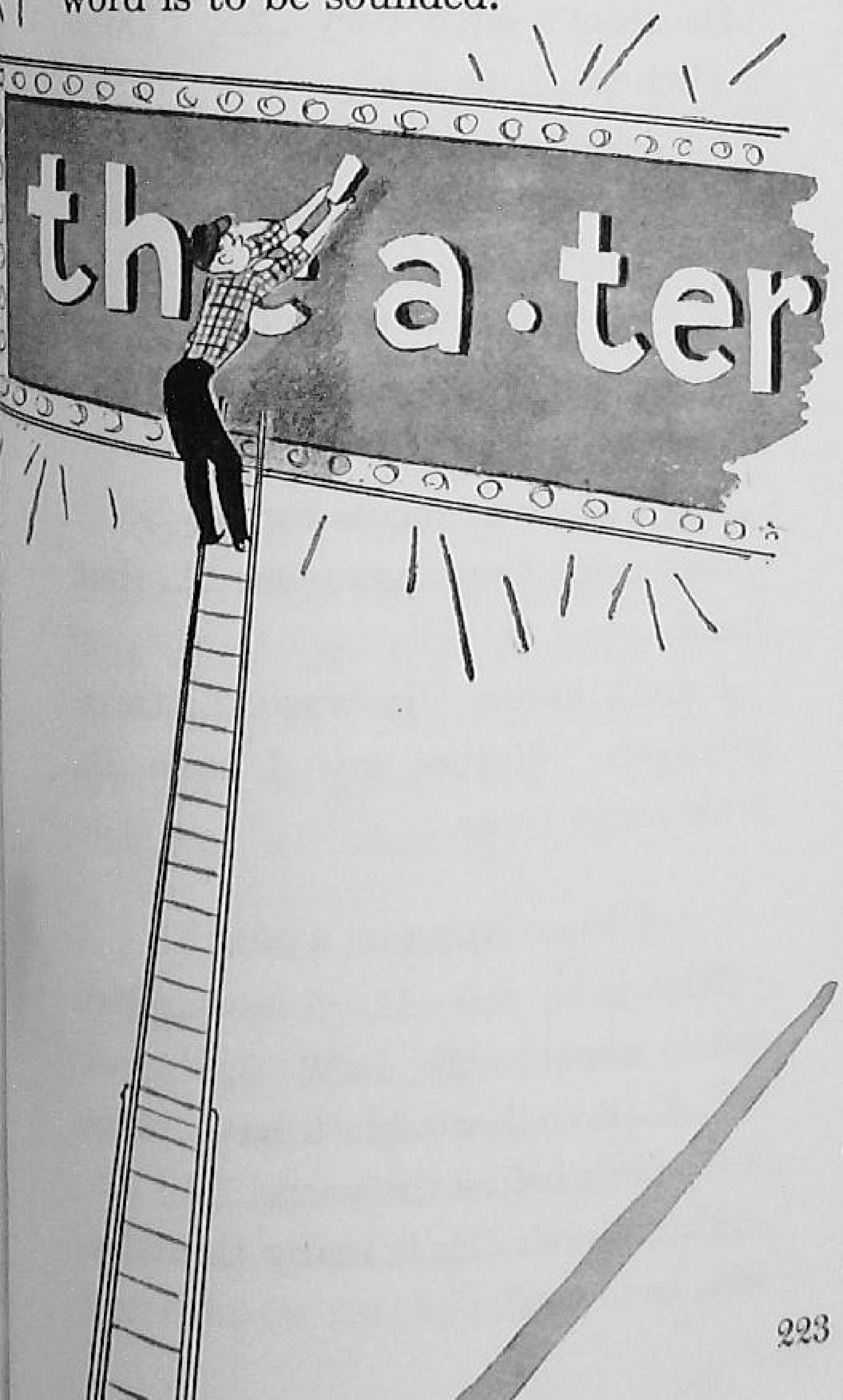
2. Using a Dictionary

To read and think over

In a good dictionary the correct pronunciation of a listed word is usually given in parentheses just following the word. For example, the correct pronunciation of the word *extortion* is shown in this way:

ex·tor′tion (ĕks·tôr′shŭn)

The spelling in parentheses is called **phonetic** because the letters show how each part, or **syllable,** of the word is to be sounded.



Notice the little marks above the ĕ, ô, and *ŭ*. These marks are called **diacritical marks.** Each diacritical mark shows what sound to give the letter.

At the bottom of each page or of every other page in a good dictionary, you will find two or three lines of easy words marked with diacritical marks. That list of words is a key to pronunciation.

For example, in one dictionary you find such key words as:

āle, ădd, ärm ēve, ĕnd, makẽr

If the *a* in a word which you wish to pronounce is marked ā, you must make it sound like the *a* in *ale*. If it is marked ă, it is to be sounded like the *a* in *add*. The sound of ä is always like the *a* in *arm*; the sound of ē, like the *e* in *eve*, ĕ is like *e* in *end*, and ẽ like *e* in *maker*.

Usually there is a key to pronunciation given on a page near the front of each dictionary. It can be used just as the key at the bottom of the page.

Notice the **accent mark** (′) following the syllable *tor* in the word *extortion*. A syllable that has an accent mark is to be pronounced with more force than the syllables which have no accent marks.

By using the key words and the accent marks, you can learn how to

pronounce correctly the words listed in the dictionary.

To do by yourself

In your dictionary find the key word that gives the correct sound for each of the following:

ī ĭ ō ŏ ô o͞o o͝o ū ŭ û t͟h

Follow the rules given below to find in a dictionary how each of these nine words should be pronounced.

address	allies	defects
adult	champion	national
alias	corral	theater

> **1. Look at the word as it is spelled in parentheses. Find out how many syllables it has and which syllable should be accented.**
> **2. If you need to do so, use the key to pronunciation at the bottom of the page or in the front of the dictionary to find out how to sound marked letters.**
> **3. Say the word softly to yourself, pronouncing each syllable separately. Then say the whole word naturally and distinctly.**

Talking together

1. Answer these four questions about each of the nine words:

a. How many syllables does it have?

b. Which syllable should be accented?

c. How should the word be pronounced?

d. What does the word mean?

2. What more does the class need to know in order to use a dictionary easily to find out how to pronounce words?

3. Using Words Correctly

To read and do by yourself

Which word should be used in each blank in the following sentences.

Choose GOOD *or* WELL:

Is Tom a ___1___ pitcher?

He doesn't pitch very ___2___. Does he pitch as ___3___ as Joe?

No, Joe pitches ___4___ enough to be on the team. He really pitches very ___5___.

Choose TORE *or* TORN:

Have you ___6___ your dress again, Margaret?

Yes, I ___7___ it at recess today.

How many times have you ___8___ that dress?

I don't know. It was ___9___ twice last week. Mother says I have ___10___ it too many times.

Choose WORE *or* WORN:

Why have you ___11___ your baseball suit to school today, Bill?

I ___12___ it so I wouldn't have to go home for it before the game.

You haven't ___13___ it many times before, have you?

I've never ___14___ this one before, but I ___15___ the old one often.

Choose MAY *or* CAN:

___16___ Sam go with us, Mother?

Yes, he ___17___ go. You ___18___ take Jackie, too, if you wish.

Do you think he ___19___ keep up with us?

I think so. He ___20___ ride his tricycle as fast as you can walk.

Choose LET *or* LEAVE:

Will your mother ___21___ you go with us, Mary?

She'll ___22___ me go. Will you ___23___ me come home with you too?

Of course. We'll ___24___ you ride with us in the new car. We won't ___25___ you behind.

Choose I, ME, HE *or* HIM:

Ted and I went to the movie last night. Miss Ray sat down near ___26___ and ___27___. ___28___ and ___29___ went out before she did. She didn't see ___30___ and ___31___ until we passed her. ___32___ and ___33___ had seen her when she came in.

Choose I, ME, SHE, *or* HER:

Sue and I were late at school this morning. Miss Ray did not see ___34___ and ___35___ when we came in. ___36___ and ___37___ told Miss Ray we were late. She said that Miss Carr, the music teacher, had sent for ___38___ and ___39___.

Choose NOTHING, ANYTHING, NOBODY, ANYBODY, NONE, NO, ANY, EVER, *or* NEVER:

I haven't ___40___ been to the new park.

I don't know ___41___ about it. I don't know ___42___ of the boys who have been there, do you?

Jack said he hadn't ___43___ seen ___44___ there that he knew. I don't suppose there is ___45___ at the park that is new.

I shouldn't ___46___ want to visit that park. There isn't ___47___ there I care to see. You've never seen ___48___ who cares less about parks than I do.

What's that? Could I go there with you now?

Well, I don't see ___49___ good reason for refusing. There can't be ___50___ who objects.

Number a paper from 1 through 50. After each number write the word which should be used in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud. Be sure that you understand why any mistake that you made is a mistake.

To do with a partner

Write sentences using each word that you missed on the test. Use one sentence for each word.

Ask a classmate to check your sentences. Find out what words you need to study again.

4. Words That Are Suitable

To read and think about

Read the first paragraph of the following report carefully. Then for each blank in the next two paragraphs choose a word or group of words from the list that has the same number as the blank. Choose words that you think are best suited to complete the report. Use your dictionary if you need to find out more about the meaning of a word.

FRED'S SUMMER JOB

Once every two weeks in summer, Fred is a window washer. In his house there are twelve windows like those you see in the picture. He and his mother have this agreement. For each window pane that Fred cleans so that his mother approves it, she pays him one cent. For each window in which no pane has to be done over, he gets an extra nickel. Fred calls that pay his bonus.

Fred ought to feel __1__ his job, for it __2__ is __3__. He is __4__ paid for the __5__ amount of work that he does. Besides, the job gives him __6__ to take care of his __7__ expenses.

The agreement with his mother shows that she is __8__ with Fred. The bonus is like a __9__ to him. He does his work so well that he receives the extra pay almost __10__. Do you think that Fred seems satisfied with his work?

1. displeased with	2. rarely
happy about	hardly
ashamed of	certainly
cheated by	seldom

3. thrilling	4. half
risky	generously
burdensome	miserably
dangerous	poorly
easy enough	only fairly

5. tiny	6. nothing	7. public
small	anything	personal
moderate	too little	national
huge	enough	regional
immense	less	municipal

8. miserly	9. tax	10. forever
reckless	fine	never
harsh	penalty	accidentally
fair	badge	occasionally
extravagant	reward	every time

Copying paragraphs

Copy the last two paragraphs of the report. In each blank put the word, or the group of words, you chose for it.

Talking together

Did everyone choose the same words for each blank? If different words were chosen, find out why they were chosen.

Lambert

TWO MORE AND I'LL BE DONE!

To read and answer for yourself

In this picture how many panes of glass are in the two windows and the two transoms above the windows? If it takes Fred three minutes to clean one pane, how long will it take him to clean a window and transom?

5. Pronouncing Important Words

To read and do by yourself

Many boys and girls do not pronounce these words correctly. Say them softly to yourself now.

Say:	*Do not say:*
1. hundred	hund*er*d
2. children	child*er*n
3. introduce	int*er*duce
4. present	p*er*sent
5. Africa	Af*ir*ca
6. nature	na*ch*ure
7. picture	pi*tcher*
8. prefer	p*er*fer
9. prevent	p*er*vent
10. pretty (*prĭt'ĭ*)	p*ur*ty
11. all right	a*w*right
12. literature	litera*ch*ure
13. heard	h*ee*rd
14. perform	p*re*form
15. our	are

Working together

Take your turn pronouncing the fifteen words or any group of them that the class decides upon for special practice. Find out from the class whether you made any mistakes.

If you are asked to do so, read the following sentences aloud. When you have finished, ask the class what mistakes, if any, you made.

1. I *heard* that there were more than a *hundred children* in the *first* grade in *our* school. They had their *picture* taken today. It came out *all right.*

2. Miss Ray says that the music teacher, Miss Wilson, is *going to present* them in a May party today. I'd like to see them *perform,* wouldn't you? I imagine they'll look quite *pretty when* she *introduces* them.

3. I *don't know* about that. They're *going to* be dressed like native *children* in *Africa.* I suppose they'll act like little savages. Miss Wilson probably can't *prevent* that.

4. *Last* year the *first* grade gave a play about *nature.* It was read to them in *literature.* I think I'd *prefer* that kind of play, but my little sister says this *African* play will be better than the *nature* play.

5. Next year our class is *going to present* a play of some kind. We *don't know* yet what it will be. We *prefer* one that is funny or exciting. I hope I can *have* a part in it. *Don't you want to* take part too?

Working with a partner

Write in a sentence each of the words that you did not pronounce correctly. Then choose a classmate for a partner and read your sentences to him. Find out which of the words you need to learn to pronounce.

CHAPTER THIRTY

Fun with Poetry

1. Using Favorite Poems

Listening and talking together

The poems on this page and page 230 have been chosen as favorites by boys and girls of your age.

Listen as your teacher reads the poems aloud. After each poem is read, perhaps you will want to talk about it. You may wish to tell whether or not you like the poem and why. You may ask questions about it. If you wish to do so, you may tell about other poems that you enjoy.

(1)

Some boys and girls said they liked this poem because it made them think of things they had seen happen. Do you like it for the same reason or for some other one?

BUILDING A SKYSCRAPER

They're building a skyscraper
Near our street.
Its height will be nearly
One thousand feet.

It covers completely
A city block.
They drilled its foundation
Through solid rock.

They made its framework
Of great steel beams
With riveted joints
And welded seams.

A swarm of workmen
Strain and strive
Like busy bees
In a honeyed hive.

Building the skyscraper
Into the air
While crowds of people
Stand and stare.

Higher and higher
The tall towers rise
Like Jacob's ladder
Into the skies.

(2)

One class liked this poem because it is funny? Do you like it? Why?

A TRAGIC STORY

There lived a sage in days of yore,
And he a handsome pigtail wore;
But wondered much, and sorrowed more,
Because it hung behind him.

He mused upon this curious case,
And swore he'd change the pigtail's place,
And have it hanging at his face,
Not dangling there behind him.

Says he, "The mystery I've found, —
I'll turn me round," — he turned him round,
But still it hung behind him.

Then round and round, and out and in,
All day the puzzled sage did spin;
In vain — it mattered not a pin —
The pigtail hung behind him.

And right and left, and roundabout,
And up and down and in and out
He turned; but still the pigtail stout
Hung steadily behind him.

And though his efforts never slack,
And though he twist, and twirl, and tack,
Alas! still faithful to his back,
The pigtail hangs behind him.

(3)

What reason can you give for the way you feel about this poem?

JONATHAN BING

Poor old Jonathan Bing
Went out in his carriage to visit the King,
But everyone pointed and said, "Look at that!
Jonathan Bing has forgotten his hat!"
(He'd forgotten his hat!)
Poor old Jonathan Bing
Went home and put on a new hat for the King,
But up by the palace a soldier said, "Hi!
You can't see the King; you've forgotten your tie!"
(He'd forgotten his tie!)
Poor old Jonathan Bing,
He put on a beautiful tie for the King,
But when he arrived, an Archbishop said, "Ho!
You can't come to court in pajamas, you know!"
Poor old Jonathan Bing
Went home and addressed a short note to the King:
"If you please will excuse me I won't come to tea,
For home's the best place for all people like me!"

Talking together

1. Which of the three poems do you like best? Why?

2. Words that sound alike, such as *ring* and *swing*, are said to **rhyme.** In poems words that rhyme are often found at the ends of different lines. What rhyming words can you find in each poem?

3. A group of lines of poetry that has the same plan of rhyming is usually called a **stanza.** The poem called *Building a Skyscraper* has six stanzas in it. How many lines are in each stanza? How many stanzas are in the poem called *A Tragic Story*?

4. Some poems make you feel that you want to march, dance, or beat time as you hear or read them. Which lines in each poem do you like the sound of best?

Stanzas in poetry are usually separated from one another by wider spaces than those which are used between lines in a stanza.

2. Reading Poems Together

To read to yourself

Boys and girls often sing together as a choir or a chorus. Often they have a leader who beats time for them so that they will sing each note or word together. This kind of singing is called **choral singing.**

Your class may read poems aloud together. At first they will need a leader to beat time so that everyone in the class will say each word at the same time. Reading of this kind is called **choral reading.**

At first, each member of the class may use his hand to beat time with the leader.

Notice the accent mark (′) above some of the words in the poem given below. In beating time, your hand should come down when you say a word or a part of a word that has an accent mark above it. It should go up when you say a word or part of a word that has no accent mark above it.

THE RAIN SONG

It ís not ráining ráin for mé
  It's ráining dáffodíls;
In évery dímpled dróp I sée
  Wild flówers ón the hílls.

The clóuds of gráy engúlf the dáy
  And óverwhélm the tówn;
It ís not ráining ráin for mé;
  It's ráining róses dówn.

It ís not ráining [illegible] to mé,
  But fíelds of clóver blóom,
Where ány búccanéering bée
  May fínd a béd and róom.

A heálth untó the háppy,
A fíg for hím who fréts!
It ís not raíning raín to mé,
It's raíning víoléts.

Working together

As your teacher leads you, read *The Rain Song* aloud with the others in your class. Use a soft, pleasant voice. Watch the leader closely. Try to say each word at the same time he says it.

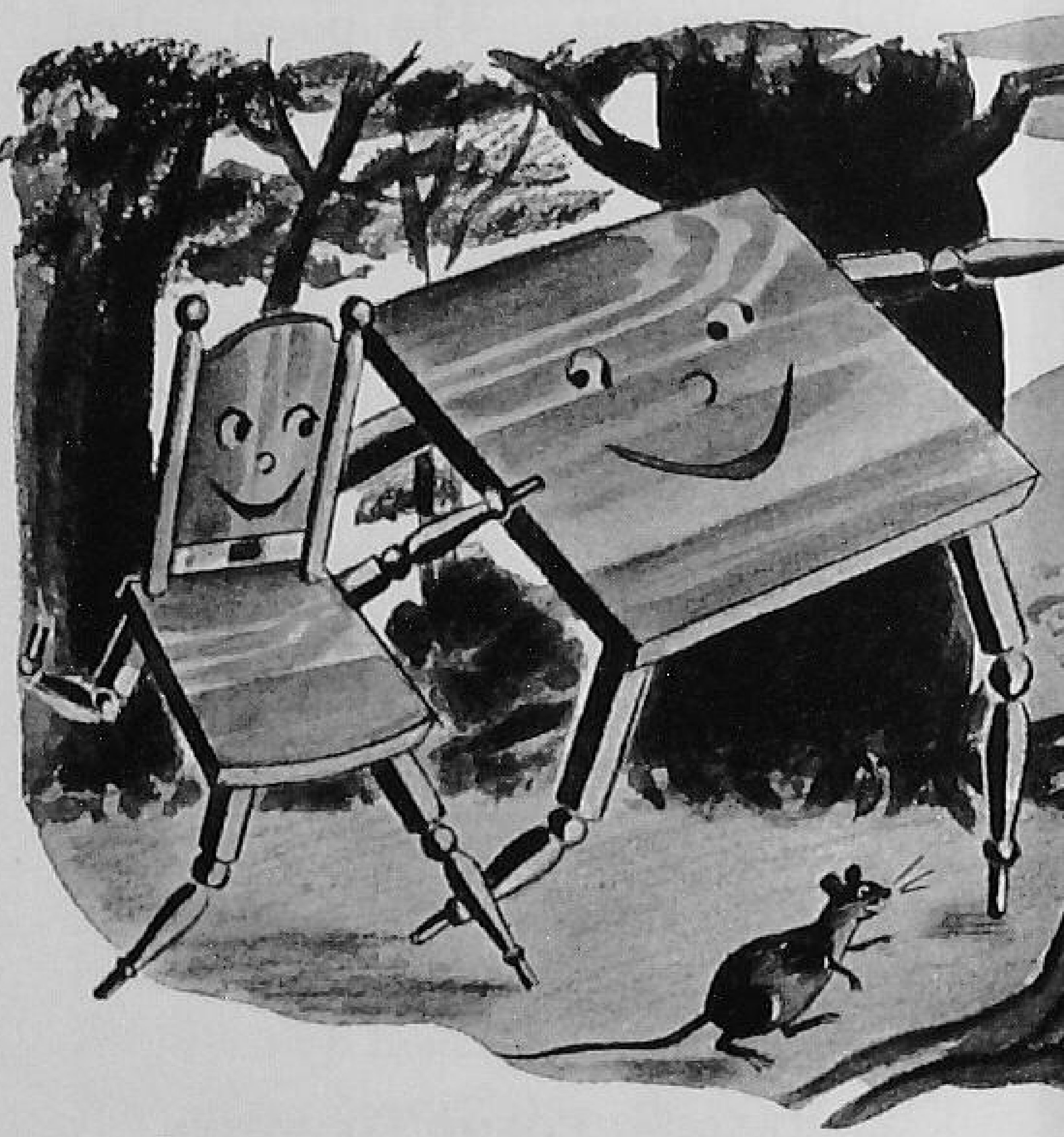
Help your class choose other poems to read aloud together now. You may use the poems in this book. Any poem that the class enjoys and that is not too long will do. If there are not enough copies of the poems chosen, someone will need to write them on the blackboard.

The class may want to use one or more of the following poems:

THE RAILROAD CARS ARE COMING

The great Pacific railway,
For California hail!
Bring on the locomotive,
Lay down the iron rail;
Across the rolling prairies
By steam we're bound to go,
The railroad cars are coming, humming
Through New Mexico.
The railroad cars are coming, humming
Through New Mexico.

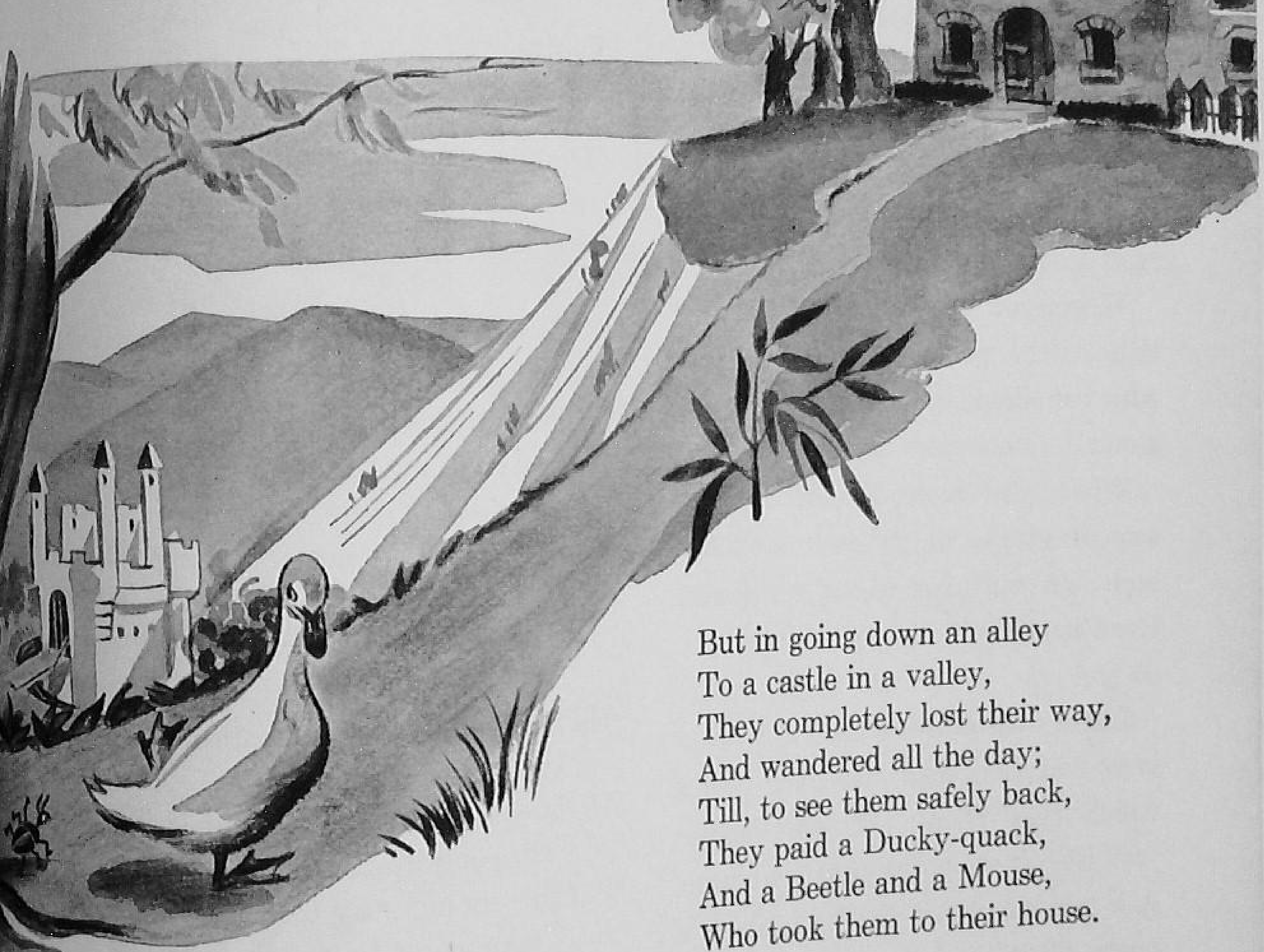
The little dogs in dog-town
Will wag each little tail;
They'll think that something's coming
A-riding on a rail.
The rattlesnake will show its fangs,
The owl tu-whit, tu-who,
The railroad cars are coming, humming
Through New Mexico.
The railroad cars are coming, humming
Through New Mexico.



THE TABLE AND THE CHAIR

Said the Table to the Chair,
"You can hardly be aware
How I suffer from the heat
And from chilblains on my feet.
If we took a little walk,
We might have a little talk;
Pray, let us take the air,"
Said the Table to the Chair.

Said the Chair unto the Table,
"Now, you *know* we are not able;
How foolishly you talk,
When you know we *cannot* walk!"
Said the Table with a sigh,
"It can do no harm to try.
I've as many legs as you:
Why can't we walk on two?"



So they both went slowly down,
And walked about the town
With a cheerful bumpy sound
And they toddled round and round;
And everybody cried,
As they hastened to their side,
"See! The Table and the Chair
Have come out to take the air!"

But in going down an alley
To a castle in a valley,
They completely lost their way,
And wandered all the day;
Till, to see them safely back,
They paid a Ducky-quack,
And a Beetle and a Mouse,
Who took them to their house.

Then they whispered to each other,
"O delightful little brother,
What a lovely walk we've taken!
Let us dine on beans and bacon!"
So the Ducky and the leetle
Browny-Mousy and the Beetle
Dined, and danced upon their heads
Till they toddled to their beds.

To do by yourself

Think of poems you like. Then choose one to read aloud to your class in the next lesson. Choose a poem or part of a poem that you can read in your share of the time.

Practice reading your poem aloud at home.

3. Reading Poems Aloud

Reading aloud and listening

Get the poem which you chose to read aloud to the class.

When you are called on, give the title of the poem you chose and tell why you like it. Then read the poem aloud. Use a pleasant voice.

When you have finished, answer any questions which the other boys and girls may ask about the poem. Read it again if the class asks you to do so.

Listen carefully while the other boys and girls read aloud the poems which they chose. Think whether you like each poem that you hear. Ask any questions you have about a poem after the boy or the girl who reads it has finished.

Talking together

Help your class decide upon reasons why they like a poem. Here is a beginning:

1. The poem tells a good story.
2. It makes a person think of things that he has done.

Help the class decide when they may take time again for reading favorite poems aloud.

4. Writing a Poem of Your Own

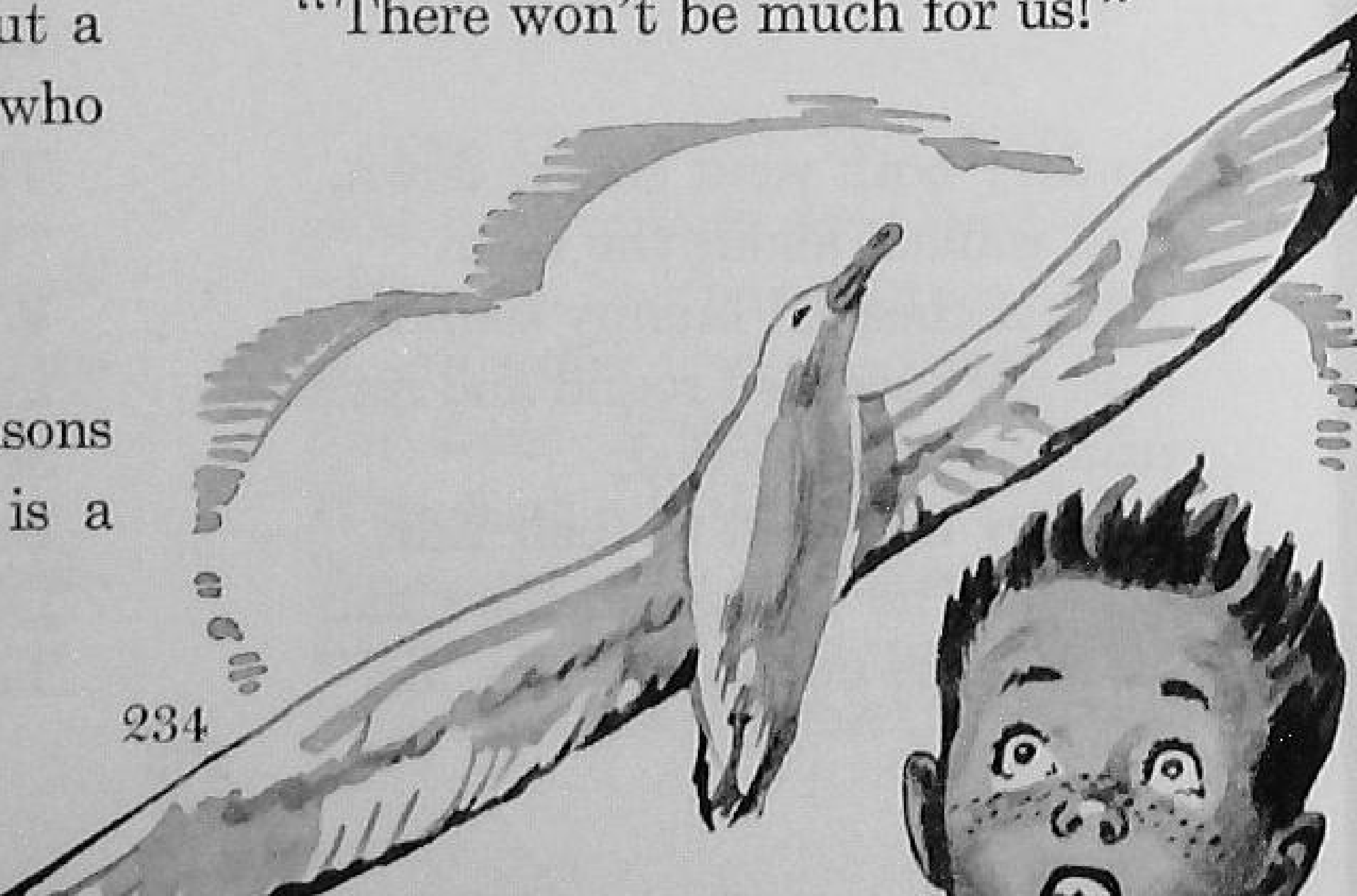
To read and think over

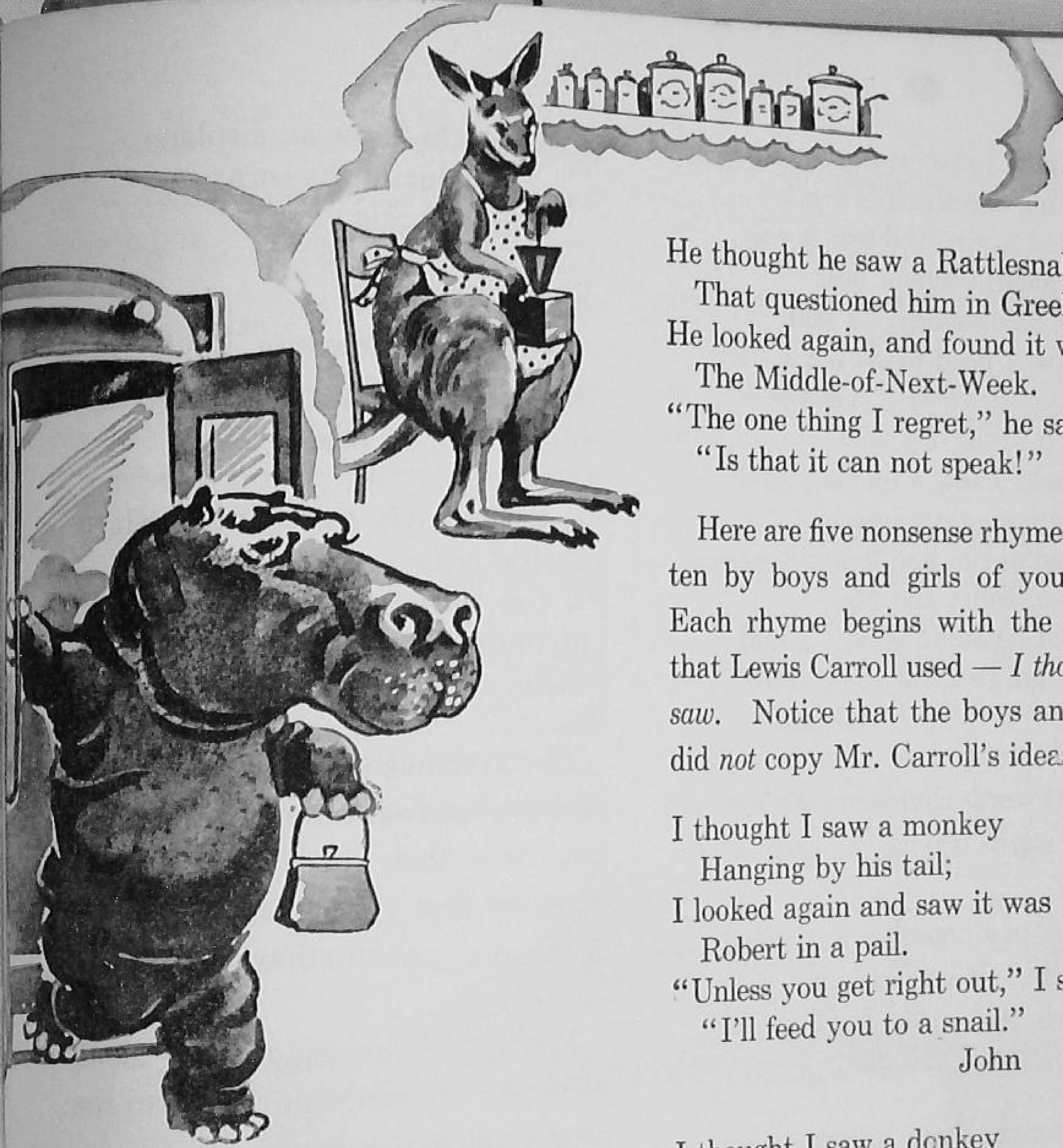
Here is a nonsense poem that boys and girls of your age like. It was written by Lewis Carroll, the author of *Alice in Wonderland.*

THE GARDENER'S SONG

He thought he saw an Albatross
 That fluttered around the lamp;
He looked again, and found it was
 A Penny-Postage-Stamp.
"You'd best be getting home," he said;
 "The nights are very damp!"

He thought he saw a Banker's-Clerk
 Descending from the bus;
He looked again, and found it was
 A Hippopotamus.
"If this should stay to dine," he said,
 "There won't be much for us!"





He thought he saw a Buffalo
Upon the chimney-piece;
He looked again, and found it was
His Sister's-Husband's-Niece.
"Unless you leave this house," he said,
"I'll send for the police!"

He thought he saw a Kangaroo
That worked a coffee-mill;
He looked again, and found it was
A Vegetable-Pill.
"Were I to swallow this," he said,
"I should be very ill!"

He thought he saw a Rattlesnake
That questioned him in Greek;
He looked again, and found it was
The Middle-of-Next-Week.
"The one thing I regret," he said,
"Is that it can not speak!"

Here are five nonsense rhymes written by boys and girls of your age. Each rhyme begins with the words that Lewis Carroll used — *I thought I saw.* Notice that the boys and girls did *not* copy Mr. Carroll's ideas.

I thought I saw a monkey
Hanging by his tail;
I looked again and saw it was
Robert in a pail.
"Unless you get right out," I said,
"I'll feed you to a snail."
John

I thought I saw a donkey
Coming down the lane;
I looked again, and saw it was
A very long-necked crane.
"Unless you get away," I said,
"I'll shoot you through the brain."
Anne

We thought we saw a hefalump
Walking with Poor Bear;
We looked again, and saw it was
A lion in his lair.
"Unless you leave at once," we said
"We'll cut off all your hair."
Rose

I thought I saw young Robin Hood
  Eating the sheriff's meat;
I looked again, and saw it was
  An awful wave of heat.
"Alas, alack-a-day," I said,
  "How I need to get some sleep."
George

I thought I saw a monkey's tail
  A-hanging on a tree;
I looked again, and found it was
  Susan, Billy, and Me.
"I must be going blind," I said
  "To fail to know those three."
Glenna

What words rhyme in John's poem? What words rhyme in each of the others?

Think of a nonsense jingle that you can write. If you wish, you may begin with the words *I thought I saw*. These beginnings may help you:

I thought I saw a little cow
  Standing in the road;
I looked again, ...

I thought I saw a big black bear
  Dancing in the rain;
I looked again, ...

I thought I saw a big white beard
  Hanging from the roof;
I looked again, ...

I thought I saw a kangaroo
  Sleeping on a plank;
I looked again, ...

I thought I saw an airplane
  Jumping in the corn;
I looked again, ...

Writing your verse

Write your nonsense jingle on a clean sheet of paper. Follow these rules for writing poetry:

1. Begin each new line with a capital letter.
2. Use punctuation marks and quotation marks where you need them.

Check through your jingle to see that you can beat time to it, and that you have three lines that rhyme. Next, see that you have used capital letters and punctuation marks correctly.

Practice reading your verse aloud at home. Be ready to read it to the class in the next lesson.

5. Using What You Have Learned

Reading aloud and listening

When you are called on, read aloud the nonsense jingle that you wrote in the last lesson. Use a pleasant voice. Speak clearly and correctly. Answer questions that you are asked about your poem after you have finished reading.

Listen while the other boys and girls read their poems aloud. Ask any

questions you wish about a poem after the boy or the girl has finished reading it.

Talking together

Help your class answer these questions:

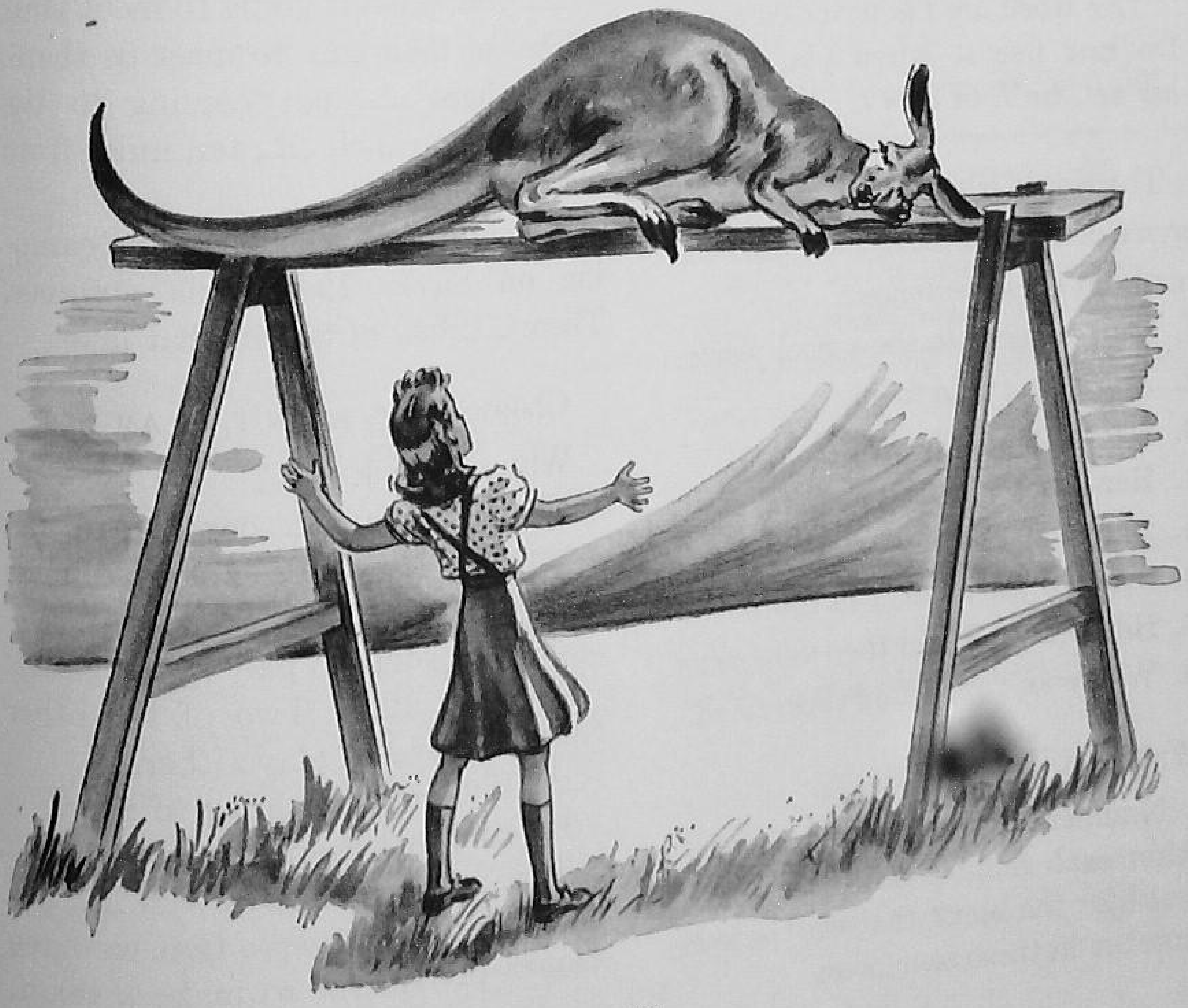
1. What things in the jingles were particularly interesting or funny?
2. What lines in the jingles did you like the sound of best?

With your class decide whether they should make a *Class Poetry Book*. These questions should be answered:

1. How would such a book be used?
2. What poems should be placed in the book?
3. Who will fasten the papers together to make a book? How should he do it?
4. What kind of cover should the book have? Who will make it?

To do by yourself

Find out whether your poem needs to be corrected before it is put into the *Class Poetry Book*. Correct any mistake that you find in your work. Copy the poem on a clean sheet of paper if you need to.



More Practice

I

To read to yourself

> The words *is, isn't, was,* and *wasn't* are used in speaking of one person or thing. The words *are, aren't, were,* and *weren't* are used in speaking of more than one. Always use *are, were, aren't,* or *weren't* with the word *you.*
>
> The word *ain't* is never correct. Do not use it when you mean *am not, isn't,* or *aren't.*

The words *is, isn't, was, wasn't, are, aren't, were,* and *weren't* are used correctly in these sentences:

1. Sam *is* going to the school picnic.
2. Mary *isn't* able to go.
3. She *wasn't* at the last picnic.
4. Her brother Tom *was* there.
5. I hope all the boys *are* going.
6. Some of them *aren't* in town.
7. Bill and Fred said they *were* going.
8. We *weren't* expecting them to go.

Writing a list of words

Number a paper from 1 through 45. After each number write the correct word for the blank that has the same number in these sentences:

Choose IS *or* ARE:

Vacation ___ 1 ___ coming next week.

___ 2 ___ you going away?

Mother and I ___ 3 ___ going to visit on a ranch in Wyoming. We ___ 4 ___ planning to leave next Monday.

___ 5 ___ you going in the car?

No, we ___ 6 ___ going on the streamlined train as far as Cheyenne.

___ 7 ___ your friends going to meet you?

Two of them ___ 8 ___ to meet us there. The others ___ 9 ___ not coming to the train. The ranch ___ 10 ___ ten miles from Cheyenne.

We and the Clarks ___ 11 ___ going camping on Silver Lake this summer. There ___ 12 ___ lots of fish in that lake.

Choose ISN'T, AREN'T, *or* AM NOT

Why ___ 13 ___ Dick here?

He and Sam ___ 14 ___ coming to the meeting. They ___ 15 ___ able to leave home today.

___ 16 ___ they going to play in the game?

No, they ___ 17 ___. Two of the other boys ___ 18 ___ going to play either.

___ 19 ___ Bill and Jack going to play?

I'm sure that they ___ 20 ___.

That makes four boys who ___ 21 ___ going to play. I ___ 22 ___ sure that we have enough players left to make a team.

___ 23 ___ the game to be called off?

The teams __24__ going to call off the game. They __25__ going to quit!

Choose WAS *or* WERE

__26__ you at the movie yesterday?

Yes, we __27__. Sue and Ann __28__ with us. We __29__ there for nearly three hours. The show __30__ a long one.

Mother and I __31__ there day before yesterday. I thought it __32__ a good show. __33__ you girls there at four o'clock? __34__ that when the ice cream cones __35__ to be given away?

Choose WASN'T *or* WEREN'T:

Why __36__ you and Ted at school this morning? You two __37__ sick, were you?

No, we __38__. I __39__ in town. Ted __40__ awake in time to come.

Several girls __41__ at school. There __42__ enough to have practice.

__43__ Betty and Alice there?

No, they __44__. Other girls in the play __45__ there.

Checking your paper

1. Did you use *are, aren't, were,* or *weren't* with the word *you*?

2. Did you use *is, isn't, was,* or *wasn't* in speaking of only one person or thing?

3. Did you use *are, aren't, were,* or *weren't* in speaking of more than one?

Correct any mistake that you made.

II

To read and do by yourself

Number a paper from 1 through 45. After each number write the correct word for the blank with that number:

Choose SAW *or* SEEN:

Have you __1__ Jack this morning?

I __2__ him on my way to school. Billy and I __3__ him at the store on the corner. I don't think he __4__ us.

I wish I had __5__ him.

Choose DID *or* DONE:

Have you __6__ your problems, Mary?

I __7__ mine last evening after school. Sally __8__ hers after dinner. Sue has __9__ hers, hasn't she?

Yes, she __10__ them this morning.

Choose WENT *or* GONE:

Where has Sam __11__, Jack?

He __12__ to the store. Tom and Sue have __13__ with him. They had __14__ before I came. I thought you might have __15__ with them.

Choose COME *or* CAME:

Have the new books __16__ yet, Anne?

Yes, they __17__ yesterday. The package __18__ by express. I had not __19__ home from school when it __20__.

Choose RAN *or* RUN:

The boys __21__ in the track meet yesterday. Sam and Dick __22__ in four races. Have you ever __23__ in a race?

I have ___24___ in a hundred races. I never ___25___ fast enough to win.

Choose EAT, ATE, *or* EATEN:

Have you ___26___ your lunch, Betty?

Yes, I ___27___ at noon. Have you ___28___?

Sue and I haven't ___29___ any lunch. We ___30___ too much for breakfast.

Choose TOOK *or* TAKEN:

Sam has ___31___ his dog hunting. He ___32___ him this morning when he went to the woods. Have you ever ___33___ your dog when you went hunting?

Dad and I have ___34___ him fishing. He was ___35___ to Top Lake last summer.

Choose GIVE, GAVE, *or* GIVEN:

Who ___36___ you the new baseball?

It was ___37___ to me for my birthday. Dad ___38___ it to me. He ___39___ me a bat.

I wish someone had ___40___ me a bat.

Choose DRANK *or* DRUNK:

I ___41___ too much lemonade last night. I must have ___42___ four glasses. Jack ___43___ as much as I did. Later I wished that I hadn't ___44___ so much. Jack said he could have ___45___ more than he did.

Checking and correcting your paper

Did you use *seen, done, gone, come, run, taken,* and *drunk* with a helping word? Did you use *saw, did, went, came, ran, took,* and *drank* correctly?

III

To read and do by yourself

Number a paper from 1 through 18. After each number write the correct word for the blank with that number.

Choose SANG, SUNG, RANG, *or* RUNG:

Has the last bell ___1___ yet?

Yes, Tom has ___2___ it. He ___3___ it five minutes ago.

Has the class ___4___ any songs yet?

They have ___5___ two. They ___6___ your favorite song first.

Choose WROTE, WRITTEN, DROVE, DRIVEN, BROKE, *or* BROKEN:

Have you ___7___ a letter to your aunt, Sue. You should have ___8___ last week.

Yes, I ___9___ to her. It was the longest letter I had ever ___10___. I told her that we had ___11___ our car to Springfield to see her. Dad ___12___ the car faster than he had ever ___13___ it.

He ___14___ faster than he should have ___15___. It is a good thing that the steering wheel was not ___16___. If it had been ___17___, we might have ___18___ our necks.

Checking and correcting your paper:

1. Did you use *rung, sung, written, driven,* and *broken* with a helping word?
2. Did you use *rang, sang, wrote, drove,* and *broke* without a helping word?

EF42

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